Richardson Independent School District

Springridge Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Demographics

Demographics Summary

Springridge Elementary is composed of a diverse student population of approximately 311 KG – 6th students. We are a small, Berkner High School feeder campus.

The student/teacher ratio at Springridge Elementary is 17.1, 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 Hawaiin or Pacific Islander.

About 80% 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 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.

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 2022.

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: There is a need to establish and maintain strong, positive relationships with all stakeholders.   **Root Cause:** We continue to have many new learners moving into our school and many of our learners have participated in virtual instruction over the past 2 years. Also, many families have never been inside our building or have not been able to engage with the school as much due to COVID-19.

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's 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.

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
Springridge Elementary	43	19	1436	60.77%	62.79%	39.53%	23.26%
Economic Disadvantage	32	18	1415	57.81%	56.25%	34.38%	18.75%
Asian	8	21	1465	65.25%	75%	37.50%	25%
Black/African American	17	19	1433	59.82%	52.94%	41.18%	29.41%
Hispanic	7	20	1446	61.71%	71.43%	42.86%	14.29%
Two or More Races	2	15	1326	45.50%	50%	0%	0%
White	9	20	1434	61.22%	66.67%	44.44%	22.22%
Currently Emergent Bilingual	13	17	1378	52%	46.15%	23.08%	15.38%
Special Ed Indicator	6	10	1256	32.50%	0%	0%	0%
	May 2022 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	39	21	1537	60.56%	69.23%	35.90%	10.26%
Economic Disadvantage	25	20	1525	58.88%	68%	32%	12%

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Asian	5	24	1588	70.80%	100%	40%	20%
Black/African American	17	19	1513	57%	58.82%	35.29%	5.88%
Hispanic	4	19	1497	55.25%	75%	25%	0%
Two or More Races	1	24	1589	71%	100%	100%	0%
White	12	21	1558	62.25%	66.67%	33.33%	16.67%
Currently Emergent Bilingual	13	18	1486	52.31%	53.85%	7.69%	7.69%
Special Ed Indicator	7	18	1488	53%	42.86%	42.86%	0%
	May 2022 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	44	23	1631	64.91%	77.27%	43.18%	31.82%
Economic Disadvantage	28	21	1594	58.71%	67.86%	32.14%	25%
Asian	5	21	1583	59.60%	80%	20%	20%
Black/African American	16	23	1639	62.44%	75%	37.50%	31.25%
Hispanic	7	22	1594	61.43%	71.43%	42.86%	28.57%
Native Hawaiian/Pacific Islander	1	22	1575	61%	100%	0%	0%
Two or More Races	1	24	1606	67%	100%	0%	0%
White	14	26	1661	71.50%	78.57%	64.29%	42.86%
Currently Emergent Bilingual	18	23	1611	64.72%	88.89%	38.89%	27.78%
Special Ed Indicator	11	15	1473	41.45%	27.27%	18.18%	0%
	May 2022 STAAR Mathematics, Grade 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	44	24	1677	62.64%	88.64%	61.36%	22.73%
Economic Disadvantage	30	23	1663	60.33%	83.33%	60%	16.67%
Asian	5	25	1699	64.80%	80%	60%	60%
Black/African American	23	24	1671	62%	91.30%	60.87%	13.04%
Hispanic	7	21	1627	54.86%	71.43%	57.14%	0%

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
White	9	26	1720	69.11%	100%	66.67%	44.44%
Currently Emergent Bilingual	14	20	1625	53.71%	71.43%	50%	7.14%
Special Ed Indicator	3	18	1588	47.33%	100%	0%	0%

	May 2022 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	43	22	1436	64.49%	72.09%	51.16%	30.23%
Economic Disadvantage	32	21	1421	62.09%	68.75%	43.75%	25%
Asian	8	23	1461	67.88%	75%	50%	50%
Black/African American	17	21	1423	61.71%	64.71%	47.06%	29.41%
Hispanic	7	22	1434	64.71%	71.43%	57.14%	14.29%
Two or More Races	2	25	1487	73.50%	100%	50%	50%
White	9	22	1431	64.56%	77.78%	55.56%	22.22%
Currently Emergent Bilingual	13	18	1363	53.62%	53.85%	30.77%	7.69%
Special Ed Indicator	6	12	1262	36.17%	33.33%	0%	0%
	May 2022 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	39	25	1537	69.90%	76.92%	48.72%	25.64%
Economic Disadvantage	25	25	1525	68.48%	76%	40%	20%
Asian	5	23	1493	65%	80%	20%	0%
Black/African American	17	26	1541	71%	82.35%	47.06%	23.53%
Hispanic	4	25	1552	70%	75%	50%	25%
Two or More Races	1	27	1550	75%	100%	100%	0%
White	12	25	1544	69.92%	66.67%	58.33%	41.67%
Currently Emergent Bilingual	13	20	1454	56.62%	46.15%	15.38%	15.38%
Special Ed Indicator	7	24	1510	67%	71.43%	71.43%	0%

	May 2022 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
	May 2022 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	44	27	1601	70.89%	77.27%	50%	45.45%
Economic Disadvantage	28	23	1526	61.57%	64.29%	28.57%	25%
Asian	5	22	1510	58.80%	60%	40%	40%
Black/African American	16	25	1562	65.63%	68.75%	43.75%	37.50%
Hispanic	7	26	1591	68%	85.71%	28.57%	28.57%
Native Hawaiian/Pacific Islander	1	28	1571	74%	100%	0%	0%
Two or More Races	1	34	1705	89%	100%	100%	100%
White	14	31	1678	81.14%	85.71%	71.43%	64.29%
Currently Emergent Bilingual	18	26	1563	68.17%	77.78%	33.33%	27.78%
Special Ed Indicator	11	18	1440	47.91%	36.36%	18.18%	9.09%
	May 2022 STAAR Reading, Grade 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	44	29	1636	72.05%	79.55%	56.82%	34.09%
Economic Disadvantage	30	28	1619	69.80%	76.67%	56.67%	26.67%
Asian	5	28	1638	71.20%	60%	60%	40%
Black/African American	23	29	1636	73.43%	86.96%	60.87%	34.78%
Hispanic	7	24	1559	60.71%	57.14%	42.86%	14.29%
White	9	31	1697	77.78%	88.89%	55.56%	44.44%
Currently Emergent Bilingual	14	26	1582	64.64%	64.29%	50%	14.29%
Special Ed Indicator	3	25	1563	62.67%	66.67%	0%	0%

	May 2022 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Springridge Elementary	44	21	3647	59.16%	50%	27.27%	11.36%

	May 2022 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Economic Disadvantage	28	18	3446	50.86%	35.71%	14.29%	3.57%
Asian	5	18	3395	49.40%	40%	0%	0%
Black/African American	16	20	3565	56.19%	43.75%	18.75%	6.25%
Hispanic	7	19	3519	53.29%	28.57%	14.29%	14.29%
Native Hawaiian/Pacific Islander	1	22	3622	61%	100%	0%	0%
Two or More Races	1	31	4263	86%	100%	100%	0%
White	14	24	3854	66.93%	64.29%	50%	21.43%
Currently Emergent Bilingual	18	20	3508	54.44%	44.44%	11.11%	0%
Special Ed Indicator	11	15	3280	43%	18.18%	18.18%	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: Based on the 2022 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.

Problem Statement 2: Based on the 2022 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 3 (Prioritized): There is a need to provide a strong focus on high-quality Tier I instruction and research-based classroom interventions. **Root Cause:** Due to COVID-19 and the many changes and transitions it caused for learners, educators are working to identify learning gaps to target and needed areas for intervention.

Problem Statement 4 (Prioritized): There is a need to learn more about sheltered instruction strategies to support our Emergent Bilingual learners. **Root Cause:** Educators report a need for more research-based instructional strategies to help support learners who are learning the English language.

Problem Statement 5: There is a need to focus on quality and timely intervention and extension within the school day. **Root Cause:** We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.

Problem Statement 6 (Prioritized): There is a need to focus on the alignment of math resources and understanding across grade levels. **Root Cause:** There is a need for common understanding of math concepts and beliefs for our educators who have come from all different backgrounds.

Problem Statement 7 (Prioritized): There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and the learning progressions.

Problem Statement 8: There is a need to streamline our processes within the Response to Intervention system and Multi-Tiered System. **Root Cause:** As we continue to address unfinished learning and learning loss, we need to ensure our processes (goal setting, progress monitoring, intervention) in the RtI/MTSS system are completed with fidelity.

Problem Statement 9: There is a need to establish and maintain strong, positive relationships with all stakeholders. **Root Cause:** We continue to have many new learners moving into our school and many of our learners have participated in virtual instruction over the past 2 years. Also, many families have never been inside our building or have not been able to engage with the school as much due to COVID-19.

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 Data 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 intervention 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 student 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 student 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: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.   **Root Cause:** Due to COVID-19 and the many changes and transitions it caused for learners, educators are working to identify learning gaps to target and needed areas for intervention.

Problem Statement 2: There is a need to focus on quality and timely intervention and extension within the school day.   **Root Cause:** We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.

Problem Statement 3: There is a need for ongoing work as Professional Learning Communities.   **Root Cause:** As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

Problem Statement 4: There is a need to identify and align practices supporting equity, equality, and inclusion   **Root Cause:** There is a need for systemic knowledge and understanding of how equity, equality, and inclusion impact others.

Problem Statement 5: There is a need to streamline our processes within the Response to Intervention system and Multi-Tiered System.   **Root Cause:** As we continue to address unfinished learning and learning loss, we need to ensure our processes (goal setting, progress monitoring, intervention) in the RtI/MTSS system are completed with fidelity.

Problem Statement 6: There is a need to establish and maintain strong, positive relationships with all stakeholders.   **Root Cause:** We continue to have many new learners moving into our school and many of our learners have participated in virtual instruction over the past 2 years. Also, many families have never been inside our building or have not been able to engage with the school as much due to COVID-19.

Perceptions

Perceptions Summary

The district's Core Value is Every Child, Every Day. As a campus, we continue to use these values to guide our vision and center our work. We focus on Relationships, Engagement, Great Teaching, and Redefining Success.

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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.

Perceptions Strengths

- We value collective engagement.
- We value great teaching.
- We value authentic relationships.
- We value each individual's contribution.
- We have a high focus on learning for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to identify and elevate additional measures of success for learners.   **Root Cause:** Our families value education. They focus on academics and need more understanding of multiple measures of success.

Priority Problem Statements

Problem Statement 1: There is a need to provide a strong focus on high-quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Due to COVID-19 and the many changes and transitions it caused for learners, educators are working to identify learning gaps to target and needed areas for intervention.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause 2: Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and the learning progressions.

Problem Statement 2 Areas: Student Achievement - Student Learning

Problem Statement 3: There is a need to focus on the alignment of math resources and understanding across grade levels.

Root Cause 3: There is a need for common understanding of math concepts and beliefs for our educators who have come from all different backgrounds.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: There is a need to learn more about sheltered instruction strategies to support our Emergent Bilingual learners.

Root Cause 4: Educators report a need for more research-based instructional strategies to help support learners who are learning the English language.

Problem Statement 4 Areas: Student Achievement - 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 1: Implement activities to support students' academic and emotional intelligence growth in alignment with the Graduate Profile.

High Priority

Evaluation Data Sources: Teacher Lesson Design and Planning Meeting Agenda/Minutes
Walkthrough Data
AVID Lesson walkthroughs
Counselor Advisory Lesson and Student Surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Springridge Elementary will continue to grow and explore new opportunities to promote a college-going culture and make significant progress to ensure students are equipped with Critical Thinking/Problem-Solving skills, Financial Literacy, can make Real World Connections, and enhance their ability for Effective Communication by developing in-school and afterschool STEM programs where students initiate inquiry-led projects relevant to their community in collaboration with faculty, students, and other visiting STEM professionals.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Catalyze the achievement of STEM literacy in students. **Staff Responsible for Monitoring:** Campus STEM Coordinator Administrators Instructional Coach Teachers **Funding Sources:** STEM KITS - 199 - State Compensatory Education - $500	50%	75%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: The campus will provide visual representations and college experiences to raise college awareness (collegiate banners, teacher college banners, college presentations, visits, and staff experiences). **Strategy's Expected Result/Impact:** Visual items displayed to support college awareness **Staff Responsible for Monitoring:** Counselor Campus Administration **Title I:** 2.6	**Nov**	**Jan**	**Mar**	**June**
	30%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 2: Integrate available technology in meaningful ways to create authentic learning experiences that enhance, engage, and extend.

High Priority

Evaluation Data Sources: Proficient to Advanced in overall measurement in the area of Classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) and teacher and student Digital Citizenship skills. Move from Advanced to Exemplary in the area of Environment, including professional learning and policies, procedures, and practices.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details				Reviews			
Strategy 1: Campus LITE will conduct grade-level lessons on the internet and digital citizenship.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Help students achieve and understand digital literacy, as well as ensuring cyberbullying prevention, online safety, digital responsibility, and digital health and wellness				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Counselor Teachers LITE				50%	70%	90%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 3: Expand the campus implementation of the liveWiseliveHealthy initiative

    High Priority

    Evaluation Data Sources: 100% of students identify programs and levels of support available when in crisis (student survey)

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Targeted counselor lessons and campus parent universities about Suicide and Bullying Prevention and Intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff and Student Awareness of Suicide and Bullying Prevention and Intervention **Staff Responsible for Monitoring:** Training Sign In Sheet Event Sign In Sheet Bullying Reports Parent and Student Surveys through the counseling department	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Suicide and Bullying Prevention and Intervention training for all faculty and staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and Staff will be able to recognize the complex relationship between bullying and suicide. Maintaining a safe and caring school environment **Staff Responsible for Monitoring:** Administrators Counselor	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Campus Emergency Response Team (ERT) will conduct AED drills each semester in an effort to be prepared to respond quickly if a cardiac event should occur on campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintaining a safe and caring school environment **Staff Responsible for Monitoring:** Administrators Counselor Teachers Nurse	Nov	Jan	Mar	June
	50%	80%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Monitor Student Data reports for immunization records.	Formative			Summative
Strategy's Expected Result/Impact: To help safeguard children and adolescents by making sure they are protected when they get to school, where the potential for vaccine-preventable disease transmission is higher.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse Student Data Specialists	65%	85%	90%	100%

Strategy 5 Details	Reviews			
Strategy 5: Monitor Student Absences through A2A and campus Nurse reports for communicable diseases.	Formative			Summative
Strategy's Expected Result/Impact: To help safeguard children and adolescents by making sure they are protected when they get to school, where the potential for vaccine-preventable disease transmission is higher.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration Nurse Student Data Specialists	55%	80%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for students and parents to improve their health status through our clinic for hearing, vision, diabetes, and spinal.	Formative			Summative
Strategy's Expected Result/Impact: Promote a Healthy and Safe School Environment Parent and Student Awareness	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration Nurse	50%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 4: Ensure a culture and environment that embraces equity, diversity, and inclusion throughout programs and systems of support.

High Priority
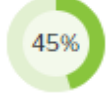
Evaluation Data Sources: Culturally Responsive Teaching Training
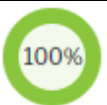Walkthroughs
Lesson Design

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Campus Wide Morning Advisory Programming	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students utilizing and understanding SEL skills to decrease student anxiety, increase student achievement and promote students advocating for themselves with teachers, counselors, and the house office. **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors	**Nov** 55%	**Jan** 80%	**Mar** 90%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: To create a pathway to equity we will increase the variety of teaching strategies used in classrooms by accommodating each student's learning styles and disabilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support the outcomes of students of all backgrounds and abilities to ensure a productive learning environment for all. **Staff Responsible for Monitoring:** Campus Administration Teachers Instructional Coach	**Nov** 45%	**Jan** 85%	**Mar** 90%	**June** 100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 5: Springridge Elementary will provide structures and/or strategies to support the social-emotional well-being and emotional intelligence of learners through our student advisory program, our PBIS/CHAMPS Expectation, and Campus Pathways to Equity Plan.
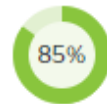
High Priority

Evaluation Data Sources: MTSS Behavioral resources
Social-emotional curriculum K-6,
Action plans from Advisory committee,
Culturally Responsive Unit design
Walkthroughs
Participation in restorative circles
Decrease in office referrals

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Provide PBIS training and ongoing support for consistent implementation of CHAMPS expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in learner social-emotional awareness Reduce the number of threat protocols Stronger emotional support for learners **Staff Responsible for Monitoring:** Campus Administrators, Counselors Teachers	**Nov** 50%	**Jan** 85%	**Mar** 100%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: Implement Discipline that Restores practices including respect agreements, daily classroom restorative circles, and common behavior reflections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in the number of discipline referrals Increase in learner ownership in problem-solving strategies Provide on-boarding training for new hires **Staff Responsible for Monitoring:** Campus Administration Counselor Educators	**Nov** 50%	**Jan** 85%	**Mar** 100%	**June** 100%

Strategy 3 Details	Reviews			
Strategy 3: Clear and consistent implementation of the discipline management plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness and action plans in order to support all learners with behavior needs Team approach when looking at behavior data and specific intervention plans for learners Review and analyze discipline data in order to ensure equitable practices for all learners **Staff Responsible for Monitoring:** Campus Administrators Teachers	**Nov**	**Jan**	**Mar**	**June**
	50%	85%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Special Education teachers will complete professional development training on disruptive behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the number of disruptive behaviors in SDC by 25% **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Jan**	**Mar**	**June**
	50%	80%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.
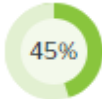
Performance Objective 1: Increase the number of students moving from "approaches" to "meets" in all tested areas (GROWTH).

High Priority
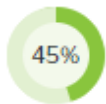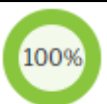
Evaluation Data Sources: STAAR data, Response to Intervention data, district universal screener data, TELPAS data, Core Content Academies, Professional Learning opportunities, Team Time agendas, walkthroughs, and observations.
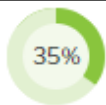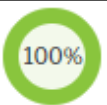
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Educators will utilize collaborative team time and grade-level meetings to continue ongoing training of TRS, Lead4Ward, and how to implement effective PLCs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Educators will be confident of the High Priority Learning Standards in their grade-level and what mastery looks like. Educators will design high quality Tier 1 instruction and quality intervention and enrichment to meet the needs of all learners, utilizing our instructional coach, librarian, GT facilitator, and Language Acquisition Specialists as resources for collaboration. All learners will demonstrate mastery or anticipated growth of the High Priority Learning Standards. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Librarian Problem Statements: Student Learning 1 **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	45%	70%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implementation of reading goals and training with elementary Reading Academies will occur.	Formative			Summative
Strategy's Expected Result/Impact: Educators will learn effective reading strategies and implement them with learners, so they can blend explicit instruction with engaging activities for student success. Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. Customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Educators, Campus Administrators, Instructional Coach, Special Education Educators **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	Nov	Jan	Mar	June
	50%	70%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Implementation of math goals supporting intervention and tracking data for elementary math will occur.	Formative			Summative
Strategy's Expected Result/Impact: Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. Customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Educators, Campus Administrators, Instructional Coach **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	Nov	Jan	Mar	June
	45%	65%	90%	100%

Strategy 4 Details	Reviews			
Strategy 4: All K-5th grade learners will be provided high-quality Tier I instruction that is aligned to the TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: - High-quality Tier I instruction for learners - Awareness and utilization of the curriculum documents campus-wide -customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	40%	65%	90%	100%

Strategy 5 Details	Reviews			
Strategy 5: Daily 30-minute embedded opportunities for accelerated learning using district-approved resources in Reading, Math, and 5th Grade Science. (IXL Time).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students moving from approaches to meets in all tested areas. **Staff Responsible for Monitoring:** Campus Administration Instructional Leadership Team **Funding Sources:** FEV Tutor - 199 - State Compensatory Education - $1,500, FEV Tutor - 211 - Title I, Part A - $3,000	45%	70%	85%	100%

Strategy 6 Details	Reviews			
Strategy 6: We will meet monthly (MTSS Meetings) to review our Special Student Populations to schedule students strategically in daily, school-day embedded intervention blocks based on NWEA MAP data, campus/district assessments, student work samples, and previous STAAR administration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students moving from "approaches" to "meets" in all tested areas (GROWTH). **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	40%	65%	70%	100%

Strategy 7 Details	**Reviews**			
Strategy 7: Utilize a variety of research-based instructional resources (STEM) and strategies (Balanced Literacy, Lead4ward, MClass, stem scopes, AVID, electronic data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Walkthroughs **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	50%	70%	80%	100%

Strategy 8 Details	**Reviews**			
Strategy 8: Provide Reading and Math intervention, small group instruction, and tutorials to target African American, ELL, and SpEd student groups (and other identified struggling students, especially those identified as at-risk).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Branching Mindstracking system, formative assessments Interim assessments MTSS Meetings **Title I:** 2.6 **Funding Sources:** Extra Duty Pay-After School Tutorials - 211 - Title I, Part A - $2,000	35%	80%	85%	100%

Strategy 9 Details	**Reviews**			
Strategy 9: Springridge Elementary will continue the implementation of the Elementary Balanced Literacy Plan using the Instructional Framework which increases explicit direct instruction and standardized district stations which include: 1) Teacher-led Differentiated Guided Reading, 2) Fluency, 3) Application Station and 4) Team work.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement, adequate student yearly growth **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists **Title I:** 2.6	45%	80%	90%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Campus will participate in informative AVID parent nights to reach all demographics and gender interest in the students.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parent/student sign-in sheet **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **Funding Sources:** Snacks and informational materials for parents - 211 - Title I, Part A - $100	N/A	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 2: Multiple modalities of qualitative and quantitative data through the RTI/MTSS process will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Sources: STAAR data, TELPAS data, Response to Intervention/Multitierd Support data, district universal screener data, MAP data, Eduphoria data, Branching Minds

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Educators will analyze qualitative and quantitative data as collaborative teams, including Common formative Assessments, to make instructional and behavioral decisions for all learners. Educators will identify learners in need of additional support for targeted intervention or enrichment. Learners who are identified to be at-risk will be supported through our common intervention/enrichment time and additional tutoring opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Educators will identify learners who meet the criteria for additional, targeted intervention (State Comp Ed Funds). Learners will receive targeted intervention and extensions. Learners will make anticipated growth on High Priority Learning Standards **Staff Responsible for Monitoring:** Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	45%	80%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Continue building proficiency in using data analysis protocols in order to enhance student learning outcomes through our Professional Learning Communities, structures, and processes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Educators will become proficient in using data protocols to target learner growth and make instructional decisions. **Staff Responsible for Monitoring:** Educators, Instructional Coach, Language Acquisition Specialists (ESL/EBL Teachers), Campus Administrators **Title I:** 2.6	45%	80%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: NWEA MAP training for teachers, BOY/MOY/EOY parent conferences, and student goal setting will occur.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Proficiency in Calculating student-level goals for New Teachers Engagement and Student Accountability in Goal Setting Parent Awareness about student academic growth. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach	50%	80%	85%	100%

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Branching Minds as our RTI/MTSS Platform to effectively, efficiently and equitably support/monitor the holistic needs of their students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create a plan to academic and personal success for every learner. Develop innovative intervention management plans for students **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	40%	80%	90%	100%

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement appropriate interventions for students based on strategies learned from Professional Development in working with special needs students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	70%	80%	100%

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Implementation of reading curriculum specific to the learning style of students with significant disabilities in the structured developmental classroom.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expand curriculum use of ELA materials, and to provide high-interest material with which to practice reading skills. **Staff Responsible for Monitoring:** SDC Teachers Campus Administration Student Support Services STAR Coaches	45%	70%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward, and PLC)

Evaluation Data Sources: Lesson Plans
Collaborative Team Planning Meeting Agenda/Minutes
Walkthrough Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Educators will utilize collaborative team time and grade-level meetings to continue ongoing training of TRS, Lead4Ward, and how to implement effective PLCs to ensure learners will be provided high-quality Tier I instruction that is aligned to the TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: High-quality Tier I instruction for learners Awareness and utilization of the curriculum documents campus-wide customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	40%	70%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Educators will learn effective reading strategies and implement them with learners, so they can blend explicit instruction with engaging activities for student success. Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. Customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Educators, Campus Administrators, Instructional Coach, Special Education Educators	40%	70%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Implementation of math goals supporting intervention and tracking data for elementary math will occur.	Formative			Summative
Strategy's Expected Result/Impact: Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. Customized tutorials using State Comp Ed Funds **Staff Responsible for Monitoring:** Educators Campus Administrators Instructional Coach Campus Math Specialist	Nov	Jan	Mar	June
	45%	70%	80%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 4: Teachers will complete their GT Professional Dev. Hours (foundational -30 hours/update - 6 hours) by May 2023 and use the strategies learned to meet varying academic levels within a classroom.

Evaluation Data Sources: Certificate of Completion
Lesson Plans
Walkthrough with GT Teacher

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan student collaboration and projects at high levels of learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create differentiated lessons based on each student's academic ability. Students identified as gifted will achieve Meets level on STAAR. Tiered Project Design Based on Student Data **Staff Responsible for Monitoring:** Teachers GT Teacher Instructional Coach Interventionists	**Nov**	**Jan**	**Mar**	**June**
	45%	70%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 5: Meet Instructional Priorities through the Implementation of a campus-wide Accelerated Learning Plan to Build Readiness Aligned to STAAR 2.0 and increase student Growth.

Evaluation Data Sources: Lesson Plans
Master Schedule

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Daily 30-minute embedded opportunities for accelerated learning using district-approved resources in Reading, Math, and 5th Grade Science. (IXL Time).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students moving from approaches to meets in all tested areas Meet District Instructional Priorities **Staff Responsible for Monitoring:** Campus Administration Instructional Leadership Team	40%	75%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: We will meet monthly (MTSS Meetings) to review our Special Student Populations to schedule students strategically in daily, school-day embedded intervention blocks based on NWEA MAP data, campus/district assessments, student work samples, and previous STAAR administration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students moving from "approaches" to "meets" in all tested areas (GROWTH). **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists	40%	70%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR to create after school tutoring groups across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at-risk and ELL students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR **Staff Responsible for Monitoring:** Campus Administration ESSER Support Teachers Campus Interventionists Instructional Coaches Campus Math Specialists **Funding Sources:** Instructional Materials for STAAR -Supplementary Materials for Tutoring Groups - 199 - State Compensatory Education - $350	35%	80%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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

Performance Objective 6: ELLS will meet all passing standards in Reading, Writing, and Speaking

Evaluation Data Sources: TELPAS Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Goal will continue into the 23-24 SY.

Strategy 1 Details	Reviews			
Strategy 1: Provide educators with instructional support and professional learning in order to effectively progress monitor and meet the needs of English language learners. **Strategy's Expected Result/Impact:** English language learners will demonstrate growth on district benchmark assessments and state assessments. **Staff Responsible for Monitoring:** Campus Administrators ESL Facilitator Instructional Coach	**Formative**			**Summative**
	Nov	Jan	Mar	June
	40%	80%	85%	→

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 7: Expand Student and Parent Learning on the NWEA MAP Assessment

Evaluation Data Sources: Parent Workshops
Student Goal Setting Conferences

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Hosts Parent Workshops and Conduct Individual Parent Conferences after BOY/MOY/EOY assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent support and awareness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Teachers Instructional Coach	45%	75%	95%	100%

Strategy 2 Details	Reviews			
Strategy 2: Each student will engage in a NWEA MAP student Goal Setting with their teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student awareness and accountability.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Teachers Instructional Coach Interventionists	40%	80%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
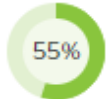
Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 8: Our goal is to maintain over attending 90% or more in every grade level by the end of 2023 and provide assistance to families in need of support regarding attendance throughout the school year.

    Evaluation Data Sources: Attendance reports through A2A

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Goal will continue for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: The Student Data Specialists will review teacher attendance records for accuracy daily per administration and at the beginning of each month, the administrator responsible for attendance will contact those parents whose students have chronic attendance concerns.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Student Attendance **Staff Responsible for Monitoring:** Campus Administration Student Data Specialist	55%	80%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Recognize Good and Improved Attendance each nine weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Highlight those students who have perfect attendance each quarter during school announcements to promote attendance. Students will earn an incentive award.	Nov	Jan	Mar	June
Recognition events will occur throughout the year. These will include (but not limited to) quarterly certificates and/or shared during honor roll assemblies. **Staff Responsible for Monitoring:** Campus Administration Student Data Specialist	50%	80%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Engage Students and Families through our weekly parent newsletter to increase awareness of the attendance policy and how poor attendance can negatively impact learning.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: School staff (administration, teachers, and counselor) will reach out to parents by phone or email about the importance of attendance in the early grades. The attendance policy is listed on the school website. Parents are made aware of the attendance policy through the school handbook as well as through the school website, email blasts, and calls **Staff Responsible for Monitoring:** Administration, Teachers Counselor	55%	80%	90%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 9: Monitor and promote 7th Grade course selection options that reflect student interests and past performance to enhance our College, Career, Military Readiness.

Evaluation Data Sources: Parent Conference Notes and Sign-In Sheet
Student Goal Setting Forms

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal will continue in the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: By May 2023, our campus counselor use each 6th-grade student's Naviance results to conference with each student and their parents to promote course selection options that reflect student interests and past performance. **Strategy's Expected Result/Impact:** Students will master rigorous academic standards to ensure college and career readiness. **Staff Responsible for Monitoring:** Counselor	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	N/A	90%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: We will recruit, retain and reward quality personnel.
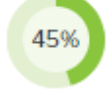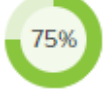
Performance Objective 1: Use teacher competencies to recruit and retain quality personnel.

    Evaluation Data Sources: Staff

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Goal will continue for the 23-24 School year.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide campus PD in all curricular areas supporting TRS/Lead4ward and continue refining our work as a Professional Learning Community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Educators will become more proficient in answering each of the 4 questions of PLC.
 	
Instruction will be impacted by the results of the work as collaborative teams, and as a result, learners will make growth.
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	40%	70%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Supplement the district mentoring program to support new staff through our campus-created New Teacher Development Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in our retainment of New Teachers
    Staff Responsible for Monitoring: Campus Administrator
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
	35%	35%	95%	→

Strategy 3 Details	Reviews			
Strategy 3: Utilize district walk-through form to give intentional, specific feedback for teacher growth	Formative			Summative
Strategy's Expected Result/Impact: Increase in our retainment of New Teachers **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June
	50%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Continue to build awareness and processes supporting accessibility under the American with Disabilities Act (ADA) by utilizing resources and training through the district's Student Support Services department.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in our retainment of New Teachers Responsive regarding equity with interventions/supports for individuals with disabilities through PD for staff **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	40%	50%	70%	100%

Strategy 5 Details	Reviews			
Strategy 5: Use teacher competencies to provide detailed instructional feedback for coaching and to strategically plan teacher professional development.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in our retainment of New Teachers Increase teacher proficiency **TEA Priorities:** Recruit, support, retain teachers and principals	45%	60%	75%	→

Strategy 6 Details	Reviews			
Strategy 6: Attend the RISD recruiting fairs in the Spring to recruit and target faculty and staff from diverse backgrounds.	Formative			Summative
Strategy's Expected Result/Impact: Increase in our retainment of New Teachers Recruit and retain a diverse staff, and faculty that matches our diverse student demographics. Recruit and retain a diverse staff, and faculty that matches our diverse student demographics. **Staff Responsible for Monitoring:** Campus Administration	Nov	Jan	Mar	June
	50%	70%	85%	100%

0% No Progress   100% 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.
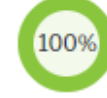
Performance Objective 1: Engage in consistent, current, and interactive communication that meets the needs of our diverse community.

    Evaluation Data Sources: Campus Event Sign In Sheets

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Goal will continue into the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Encourage campus participation and partnerships with PTAs (100% faculty, PTA programming, a member for every student/staff/parent membership).	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Staff and Parent participation through the PTA **Staff Responsible for Monitoring:** Campus Administration PTA President	40%	80%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Communication strategies to support consistent communications with campus stakeholders that incorporate new Blackboard Connect Mass Notifications, Smore newsletter tools (min. one newsletter published/month) and campus website (regular updates)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Usage of multimedia platforms by campus Increased level of communication for stakeholders Increase in parent engagement on campus **Staff Responsible for Monitoring:** Campus Adminitration	50%	80%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Conduct one Monthly PTA Meeting and one Campus PTA Event.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase our Parent Engagement Opportunities	Nov	Jan	Mar	June
Staff Responsible for Monitoring: PTA Board Campus Administration	55%	80%	85%	100%

Strategy 4 Details	Reviews			

Strategy 4: Use Campus and district Surveys to plan professional development training, gauge campus morale, and monitor programs.
  Strategy's Expected Result/Impact: Identify and utilize campus surveys to develop campus goals; specifically teacher morale and discipline
  Staff Responsible for Monitoring: Campus Adminitration
	Formative			Summative

	Nov	Jan	Mar	June
	50%	70%	85%	100%

Strategy 5 Details	Reviews			

Strategy 5: For the Fall and the Spring, we will conduct one school-sponsored event to promote parent involvement and parents will be encouraged to volunteer.
  Strategy's Expected Result/Impact: Increase in Staff and Parent participation through school-sponsored events.
  Staff Responsible for Monitoring: Campus Administration
 	
 Funding Sources: Supplies for Parent Engagement Events - 211 - Title I, Part A - $500
	Formative			Summative

	Nov	Jan	Mar	June
	50%	80%	85%	100%

Strategy 6 Details	Reviews			
Strategy 6: A campus-wide literacy initiative will be implemented through the One School One Book Program. Reading a book together brings the added joy of building and expanding a sense of community among students, parents, teachers, and staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Build and expand a sense of community among students, parents, teachers, and staff. Increase literacy awareness **Staff Responsible for Monitoring:** Campus Administration LITE Teachers **Funding Sources:** - 211 - Title I, Part A - $1,800	N/A	N/A	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Each grade level will submit at least one K-12 Education Grants submission during the 22-23 SY.

Evaluation Data Sources: Application submissions for Grant Funded Programs and Opportunities
Increase our grant submission and funding for students

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Goal will continue into the 23-24 school year.

Strategy 1 Details	Reviews			

Strategy 1: Quarterly provide an afterschool work session for teachers to apply for general education grants like Donors Choose, Voya Unsung Heros, Mitsubishi Electric America Foundation (MEAF), DELL, etc.
    Strategy's Expected Result/Impact: Increase our grant-funded programs
    Provide more opportunities for equity with interventions/supports for individuals students
    Staff Responsible for Monitoring: Campus Administration
    Instructional Coach
    Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	30%	35%	100%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 2: Ensure staff is following proper policies and procedures for money management and proper procurement procedures.

Evaluation Data Sources: Eduphoria Credit for attendees

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal will continue into the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: The campus front office Team will engage in training and support for all support staff processing POs, sub payments, money management, and proper procurement procedures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Accuracy of staff processing POs, sub payments, etc. Ensure expenditures support student outcomes, teacher morale/retention, etc. **Staff Responsible for Monitoring:** Campus Administration	100%	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Installation of a campus safety committee to strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Standard Response Protocol Procedures and documentation of drills,
Campus Safety Training
Learner and staff data/survey on mental health
Facility and Door Checks
Campus Safety committee agendas and minutes

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal will continue in the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Implement Monthly safety Drills and Communicate via blackboard with parents after each safety drill and communicate on-going safety protocols to students, staff and parents.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase clarity and consistency of district messages. Parents understand what happens during the different aspects of our campus safety drills **Staff Responsible for Monitoring:** Campus Administration	50%	80%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Hold "I know what to do Day" (Live Wise, Live Healthy) in October, December, February, April and Safety Week (August 29 - September 2) campuses will participate in Evacuate, Hold and Secure, Lockdown, Shelter in Place and Fire drills	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase students understanding what happens during the different aspects of our campus safety drills **Staff Responsible for Monitoring:** Campus Administration	60%	80%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: All visitors enter using the front office doors and the front office team will screen each visitor using the Raptor'd system.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Campus Standard Response Protocol Procedures and documentation **Staff Responsible for Monitoring:** Campus Administration Campus Personnel	60%	80%	90%	100%

Strategy 4 Details	Reviews			
Strategy 4: The updated Elementary Dress Code and Cell Phone Policy will be placed in our campus parent/student handbook, as well as on-going communication via the campus parent newsletter each week.		Formative		Summative
Strategy's Expected Result/Impact: Increase clarity and consistency of district messages. Parents understand campus/district policies/procedures	Nov	Jan	Mar	June
	65%	80%	100%	100%

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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

Performance Objective 2: Align goals, objectives, strategies, and actions which will lead to high levels of performance for all.

    Evaluation Data Sources: Updated CIP

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Goal will continue in the 23-24 School year.

Strategy 1 Details			Reviews			
Strategy 1: Update CIP quarterly to show progress; November 18; January 27; March 31; June 9			**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain high-quality instructional strategies and monitor campus implementation. **Staff Responsible for Monitoring:** Campus Administration			**Nov**	**Jan**	**Mar**	**June**
			100%	100%	90%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

State Compensatory

Budget for Springridge Elementary

Total SCE Funds: $2,854.71
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