

Midland Independent School District
South Elementary
2021-2022 Campus Improvement Plan



Mission Statement

All South students will be prepared for college or career through the implementation of instructional strategies that support our core values, critical thinking and social emotional skills.

Vision

South Elementary will prepare and motivate students for a rapidly changing world by instilling critical thinking skills, a respect for core values of honesty, loyalty, perseverance, compassion and success.
Students will graduate prepared for college or career.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Elementary is an elementary campus located on the south side of Midland. The campus serves approximately 500 students in grades pre-kindergarten through sixth grade. This includes at least one bilingual class per grade level in grades from PreK-4th. The student population consists of students that live in the South neighborhood as well as a considerable number of students who live in rural areas and ride a bus to and from school. Specialized classes include three pre-kindergarten life skills classrooms. South Elementary demographics are as follows: African American – 8%, Hispanic – 87%, White – 5%, LEP – 30%, Spec Ed – 7%, Economically Disadvantaged – 85%. Student demographics have changed in the last few years with an increase in the African American population and a decrease in the White population.

Demographics Strengths

Most grade levels are made up of a diverse group of teachers, many of our teachers are bilingual and are able to communicate with non-English speaking parents. At South elementary we value all student backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: South Elementary has not met standard in state accountability system the last five years consecutively. The Economically Disadvantaged, White and African American student groups are the lowest performing groups. **Root Cause:** Curriculum essential standards have not been consistently taught to mastery. Student and campus data has not been used effectively to restructure instructional needs.

Student Learning

Student Learning Summary

Academic performance has fluctuated from year to year. South received a distinction in science. South Elementary received a grade of D (68) from TEA in the school year 2018-19. Student achievement was 60, School progress was 69, and closing the gaps was 67.

School Processes & Programs

School Processes & Programs Summary

South Elementary serves students in grades Pre-Kindergarten through 6th grade. We have a bilingual program for eligible students in Pre-Kindergarten through 4th grade. In addition, we have a literacy strategist and three MCLs who provide professional development, coaching, and feedback to teachers on an ongoing basis. They also provide small group instruction to students with academic needs.

School Processes & Programs Strengths

We offer a variety of educational settings to meet the individual needs of our students. Staff quality , recruitment, and retention.

Perceptions

Perceptions Summary

At South we believe that it is critical that we invest in our teachers, students, and staff. We are purpose-driven, student centered, and growth mindset.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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: Improve PK-2 Reading Proficiency Skills so that all students are reading on or above grade level by the end of second grade.

Performance Objective 1: The percentage of pre-K students producing at least 40 letter sounds on a standards-based assessment will be at least 90% by the end of school year 2022.

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: Formative Assessments

Class Walkthroughs

Weekly data

Collaborative meeting agendas and minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provided targeted interventions each week based on student results from formative assessments, to ensure all students are mastering letter sounds. Teachers will bring updated data to PLC meetings to discuss how many students are on track to produce at least 40 letter sounds on a standards-based assessment and how many already produce at least 40 letter sounds. We will share students and provide interventions based on leveraging a teacher's strengths to maximize his/her impact on students.</p> <p>Strategy's Expected Result/Impact: Students will make significant progress or exceed progress toward individual goals, therefore bringing us as a whole to our collective goal. The Principal and AP will consistently visit classrooms and coach teachers on learning targets and the level of rigor.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & AP, and K-2 Literacy Rotary Club tutors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Improve PK-2 Reading Proficiency Skills so that all students are reading on or above grade level by the end of second grade.

Performance Objective 2: The percentage of kindergarten students on track to read at grade level or above will increase from 50% to 70% by August 2022.





Evaluation Data Sources: F&P & MAP Results (BOY, MOY, & EOY)

Weekly running records

Class Walkthroughs

Weekly data

Collaborative meeting agendas and minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will regularly assess student progress using formative assessments and weekly running records. Teachers will bring this data to team meetings and discuss and create target interventions to support students.</p> <p>Strategy's Expected Result/Impact: By working collaboratively, teachers will be intentional with interventions, students will receive the support needed to read on or above grade level by August 2022.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & AP, and k-2 Literacy Rotary Club Tutors</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve PK-2 Reading Proficiency Skills so that all students are reading on or above grade level by the end of second grade.

Performance Objective 3: The percentage of first-grade students on track to read at grade level or above will increase from 9% to 70% by August 2022.





Evaluation Data Sources: F&P & MAP Results (BOY, MOY, & EOY)

Weekly running records

Class Walkthroughs

Weekly data

Collaborative meeting agendas and minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Together with the MCL, teachers will create formative assessments to track student progress and interventions to support students to read on or above grade level by August 2022.</p> <p>Strategy's Expected Result/Impact: With the support of the MCL, at least 75% of students will be reading on or above grade level by the end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, MCL, & Literacy Rotary club tutors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The MCL will pull small groups of selected students and give targeted reading interventions to support students in achieving their goals and strengthening their reading skills.</p> <p>Strategy's Expected Result/Impact: By sharing students across first grade with the MCL, teachers will be able to focus on smaller groups of students while the MCL works with our most challenging students, therefore all students will show growth in reading and at least 75% of students will be reading on or above grade level by the end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers, MCL, Principal ,AP, and consultants from Engage2Learn will help support teachers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve PK-2 Reading Proficiency Skills so that all students are reading on or above grade level by the end of second grade.

Performance Objective 4: The percentage of second-grade students on track to read at grade level or above will increase from 27% to 70% by August 2022 measured with an assessment.

Evaluation Data Sources: F&P & MAP Results (BOY, MOY, & EOY)

Weekly running records

Class Walkthroughs

Weekly data

Collaborative meeting agendas and minutes

Goal 2: Increase the performance of all third through eighth-grade students scoring at the meets or masters level on STAAR Reading.

Performance Objective 1: All third through sixth-grade students scoring at the meets or masters level on STAAR Reading will increase from 52% to 65% by August 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments

Class Walkthroughs


Weekly data


Collaborative meeting agendas


Coaching scripts


Observation feedback and in the moment coaching

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor and adjust instruction based on Common Formative Assessments, lesson plans, MAP data and campus based checkpoints created with content based PLC teams.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional with reteaching TEKS not yet mastered. MCLs and Campus Admin will brainstorm strategies and rehearse with teachers plans for reteaching skills not yet mastered.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, MCLs, SIOP, Engage2Learn consultants, Mr. Castilla (ESL support).</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify


 Discontinue


Goal 3: Increase the performance of all third through eighth-grade students scoring at the meets or masters level on STAAR Math.


Performance Objective 1: All third through eighth-grade students scoring at the meets or masters level on STAAR Math will increase from 56% to 70% by August 2022.


- Evaluation Data Sources:** Formative Assessments
 Class Walkthroughs
 Weekly data
 Collaborative meeting agendas
 Coaching scripts
 Observation feedback and in the moment coaching

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor and adjust instruction based on Common Formative Assessments, lesson plans, MAP data and campus based checkpoints created with content based PLC teams.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional with reteaching TEKS not yet mastered. MCLs and Campus Admin will brainstorm strategies and rehearse with teachers plans for reteaching skills not yet mastered.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, MCLs, Enage2Learn, SIOP training, & Mrs. Ellison (ESL support).</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Ensure a safe and welcoming learning environment for all students.

Performance Objective 1: South's attendance rate will increase from 86% to 95% by the end of the 2021-2022 school year.

Targeted or ESF High Priority





Evaluation Data Sources: Attendance Reports

Teacher Attendance Tracking

6 week attendance rate reports

EOY attendance rates

RaaWee





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track student attendance daily and make weekly calls home for students that have Unexcused Absences according to the campus Attendance Protocol. The campus attendance clerk and AP will also make calls home according to the campus attendance protocol.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve resulting in higher student achievement. Campus relationships with families will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, AP, Campus Attendance RTI team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Ensure a safe and welcoming learning environment for all students.

Performance Objective 2: 90% of staff will implement strong school and student culture with clearly outlined routines and procedures school-wide and within the classroom by the end of May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: K12 Insight Survey
 Discipline Data
 Attendance Data
 School Culture Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Once phone calls have been attempted without positive results the campus liaison, together with teachers and the campus counselor will conduct home visits to connect with families .</p> <p>Strategy's Expected Result/Impact: Student attendance will improve resulting in higher student achievement. Campus relationships with families will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, AP, Campus Attendance RTI team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for South Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

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Personnel for South Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Jo Ellison	Title 1 Part-Time Pullout	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Yarbrough	Family Liaison		
Mary Jo Ellison	Title 1 Part-time pullout teacher		

Addendums