

Spring Creek Elementary
Title I Plan Goals at a Glance FY21

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	<p>DIBELS: Increase the percentage of students in K-6 reaching benchmark or above benchmark from DIBELS BOY to EOY by 12%.</p> <p>Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 9% based on DIBELS MOY to EOY scores.</p>	<ul style="list-style-type: none"> • Important Weekly Scheduling Dates and Master Schedule will be followed by all staff. • PD for teachers and paras on intervention programs and assessment administration. • Set progress monitoring expectations. • Hold data review meetings with teachers every 5-6 weeks. • Provide tiered instruction to students daily based on individual needs. • ELs will have access to ESL tiered instruction as well as all other tiered instruction time. • FORI/QtA -- Continued Professional Development and refinement of implementation
Mathematics	<p>Increase by 35 percentage points students scoring in the green from BOY to EOY on the iReady Math diagnostic test (or Into Math Growth Measure Test if determined that this is an adequate measure for growth and on level performance in its first year of use.)</p>	<ul style="list-style-type: none"> • Provide adequate time for teachers to review iReady Math data and create intervention groups. • Teachers follow master schedule for tiered math time • Teachers will use the District provided Tier 1 math program, Into Math. • Use of the Tiered System in the Into Math program will be investigated and implemented as directed by the IIT.
PBIS (SEL)	<p>Goal 1: 3-5th grade students will increase from the 10th percentile to the 50th percentile and 6th grade students will increase from the 20th percentile to the 50th percentile in the focus area of grit.</p> <p>Goal 2: The number of office referrals as recorded in Educators Handbook will be decreased by 35% from FY20 to FY21.</p>	<ul style="list-style-type: none"> • August 2020: Order the Second Step Curriculum and begin training the teachers and staff on how we will incorporate Second Step into the daily and weekly schedule. • September 2020: Administer SEL survey to 3-6th grade students. (The survey we use is the SEL survey provided by Panorama). • September 2020: Begin teaching Second Step in all k-6 classrooms. • September 2020-March 2021: Continue to train and support all staff in their classrooms. Provide support to at-risk students, using the language being taught in the Second Step curriculum. Monitor the number of office referrals we are receiving. Spring Creek's Student Success team will monitor office referrals

	<p>The data will be collected and tracked for both of these goals using the SEL survey data tracking software Panorama.</p>	<p>monthly to determine if there are patterns or trends that need to be addressed through the Second Step program.</p> <ul style="list-style-type: none"> • April 2021: Administer SEL survey to 3-6th grade students. Administer Second Step Formative assessments to the entire school. • May 2021: Analyze data from SEL pre/post surveys. Compare data on office discipline referral and determine if there was a change in how many referrals were received compared to previous year. • May 2021: Elicit feedback from administrators, teachers, staff, and students about their thoughts on the Second Step program and ask for advice on possible improvements for next year.
<p>Diversity & Equity</p>	<p>Each grade level, preschool-6th grade, will hold at least one parent meeting during the school year that addresses all of the following:</p> <ul style="list-style-type: none"> • school approved programs being used for either literacy and/or math • information and parent training on Reading Promises Continuum and resources for parents to provide at home support for their child • a brief academic report to indicate if students are on level or if there are concern • training for parents on on-line program, student passwords, websites used, and the Canvas platform • Supplemental Reading Continuum material provided to parents of ESL students and students who are at-risk with instructions for parents on how to use these materials to provide at home support to their child • Translation will be provided as needed. 	<p>Planning guide will include:</p> <ul style="list-style-type: none"> • Information on how parents who don't attend will get the information that they missed, including resources handed out. • Name a specific EL strategy that parents can use to help their child and how you will teach them this strategy at the activity.

<p>English Learners</p>	<p>Goal 1: 66% of ELs will show at least a .4% growth on their 2020-21 WIDA ACCESS test. 67% of ELs who have a 4.5 or higher on the 2019-20 WIDA ACCESS will score a 5 or higher on their 2020-21 WIDA ACCESS test.</p> <p>Goal 2: English Language Learners 3-6th grade will increase from 35% proficiency in RISE Language Arts to 38% overall proficiency, and from 40% proficiency in RISE Math to 43% overall proficiency on RISE. English Language Learners in 4-6th grade will increase from 37% proficiency on RISE Science to 40% overall proficiency on RISE.</p>	<ul style="list-style-type: none"> • Monthly Professional Development for faculty and/or instructional assistants • Data meetings with grade level teachers will be held every 5-6 weeks to review data and to determine the best service options for EL students. • Language acquisition team will develop a process for teachers to use to determine progress across the Can Do Indicators. • Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in. • Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels. • Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our EL population who are WIDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need. • Teachers will be given a list that identifies ELs who are currently at a WIDA level 4.5 or higher and strategies to help these students to achieve a WIDA 5 or higher. • FORI/QtA -- Professional Development and continued implementation
<p>Parent Engagement</p>	<p>Each grade level, preschool-6th grade, will hold at least one parent meeting during the school year that addresses all of the following:</p> <ul style="list-style-type: none"> • school approved programs being used for literacy and/or math • information and parent training on Reading Promises Continuum and resources for parents to provide at home support for their child • a brief academic report to indicate if students are on level or if there are concern • training for parents on on-line programs, student passwords, websites used, and the Canvas platform • Supplemental Reading Continuum material provided to parents of ESL students and students who are at-risk with instructions for parents on how to use these materials to provide at home support to their child • Translation will be provided as needed. 	<ul style="list-style-type: none"> • Hold meetings with teachers to explain guidelines and expectations of parent activities. Clarify criteria. • Grade level teams decide how they want to report progress. It could be an academic report from the literacy or math program, or a check off list with any areas of concern. • Give teachers a deadline to schedule the activities. Teachers will follow the process of filling out the planning guide for purchasing supplies needed. Teachers will be asked to give EL specific resources/activities that parents can use at home. • Provide support to grade levels as needed for planning, purchasing, and any organizational factors. • Surveys will be provided for a random sampling for parent feedback.

School Selected Goals

Instructional Leadership Goal 1	Teachers will participate in specific goal setting for the reading and writing priorities and math essentials for their at-risk (performing below grade level and not making typical growth) students during each data review cycle.	<ul style="list-style-type: none">• Create an academic at-risk list of students that are below proficient and not making progress and students not making at least one year's growth.• Start with this group.• Determine areas for goals -- i.e. P.A. Skills, PH Skills, Sight Words, WCPM/Grade Level, Wonders Assessments, iReady standards Assessment• Create a Schedule for Principal Meeting with Grade Level and SpEd teams for Goals Setting and Review Meetings
Instructional Leadership Goal 2	Teachers will use a uniform lesson planning template that is aligned to the UT Teaching Standards for formal observations.	<ul style="list-style-type: none">• Additions to the Lesson Plan and Feedback on the use of the lesson plan will be provided at the August Training.• Specific Feedback on the use of the lesson planning template will be provided during observation pre-conferences and debrief meetings.
Instructional Leadership Goal 3	Principal will conduct instructional rounds a minimum of 4 times in each teacher's classroom during the year.	<ul style="list-style-type: none">• An abbreviated aligned form to use during instructional rounds needs to be created to provide feedback on day to day practice. This form should include the major look-fors the principal will look for when visiting classrooms.• Develop a schedule and routine for instructional rounds• Report to the Leadership Team how many instructional rounds happened each week. Also share celebrations and need for support