

# Spring Creek Elementary

## Title I Plan Goals at at Glance FY22

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	<p>Increase the percentage of students proficiency in K-6 reaching benchmark or above benchmark from Acadience BOY to EOY by 12 percentage points.</p> <p>Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 12 percentage points based on Acadience MOY to EOY scores.</p>	<ul style="list-style-type: none"> <li>● Master Schedule followed by all staff Need to come up with a new Master Schedule for next year to accommodate fewer SpEd teachers and new intervention model</li> <li>● PD for teachers and paras on intervention programs</li> <li>● Set progress monitoring expectations</li> <li>● Set POP goals</li> <li>● Guide grade level teams in determining appropriate grade level goals in order to meet the schoolwide goal.</li> <li>● Hold data review meetings with teachers every 5-6 weeks.</li> <li>● Provide tiered instruction to students daily</li> <li>● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards</li> <li>● Provide enrichment for students who are exceeding state standards</li> <li>● ELs will have access to ESL tiered instruction as well as all the other tiered instruction time</li> <li>● LETRS Professional Development K-3; provide teachers support for grade-level course work time</li> <li>● Implement 95% Core in grades K-3</li> <li>● Blended Learning opportunities to support LA</li> </ul>
Mathematics	<p>Decrease the percentage of students 1st-6th scoring below grade level by half from BOY to EOY on the Growth Measure.</p>	<ul style="list-style-type: none"> <li>● Master Schedule followed by all staff Need to come up with a new Master Schedule for next year to accommodate fewer SpEd teachers and new intervention model</li> <li>● Provide adequate time for teachers to review GM assessment</li> <li>● Guide grade level teams in determining appropriate grade level goals in order to meet the schoolwide goal</li> <li>● Teachers follow master schedule for tiered math time</li> <li>● Teachers will use the District provided Tier 1 math program (Into Math)</li> <li>● Teachers will use Are You Ready Assessment data to guide intervention groups</li> <li>● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards</li> <li>● Provide enrichment for students who are above meeting state standards</li> <li>● PD for K-6<sup>th</sup> grade teachers using Into Math resources with more in depth training for 4-6th.</li> </ul>
PBIS	<p>3rd-5th grade students will increase from 54% to 60% favorable response in the area of Growth Mindset.</p> <p>6th grade will increase from 51% to 57% favorable response in the area of Growth Mindset.</p>	<ul style="list-style-type: none"> <li>● Student Success team will             <ul style="list-style-type: none"> <li>○ Review Educator's Handbook Data Weekly to track ODRs                 <ul style="list-style-type: none"> <li>■ Social Worker will present the boundaries lesson to all K-3 classes</li> <li>■ SST will determine appropriate supportive actions and interventions for any physical aggression in grade 4th - 6th.</li> </ul> </li> <li>○ Propose Monday Announcement tips for Growth Mindset</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Help teachers understand the questions that are asked in the Panorama Survey so that they can intentionally point out how students can and when students do exhibit a Growth Mindset so that they will be better prepared to accurately answer these questions on the survey.</li> </ul>
English Learners	<p>50% of ELs will show (adequate .8+ increase in proficiency) growth on their WIDA ACCESS score (This will double the number of students that showed adequate growth in FY21.)</p> <p>70% of ELs with a FY21 WIDA ACCESS Score of 4.5 or above that are still enrolled at Spring Creek for FY22 ACCESS will score a 5 or higher on their 2021-22 WIDA ACCESS.</p> <p>Parent Engagement needs for ELs (see below)</p>	<ul style="list-style-type: none"> <li>● Monthly Professional Development for faculty and/or instructional assistants</li> <li>● 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.</li> <li>● Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in.</li> <li>● Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels.</li> <li>● 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.</li> <li>● LETRS PD for K-3 teachers to support ELs in reading instructional needs</li> <li>● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards</li> </ul>
Parent Engagement	<p><u>Grade level:</u> Each grade level will hold at least one parent engagement activity during the school year that addresses Academic levels and strategies to support learning including English Language acquisition.</p> <p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> <li>• Survey to determine parent needs</li> <li>• Committee to lead PE school-wide needs</li> <li>• Parent Teacher Conferences/Annual Meeting</li> <li>• School wide activities: STEAM Fair, Book Fair, Back to School Night, "Family Reads" program</li> <li>*Summer Student Success resources</li> </ul>	<ul style="list-style-type: none"> <li>● Grade level planning guide given at beginning of year to plan engagement activity</li> <li>● Advertising to all parents</li> <li>● Translation for parents as needed</li> <li>● Engagement activity information will be provided for parents who cannot attend in person</li> <li>● Hold meetings with teachers to explain guidelines and expectations of parent activities. Clarify criteria.</li> <li>● 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.</li> <li>● Provide support to grade levels as needed for planning, purchasing, and any organizational factors.</li> <li>● Surveys will be provided for a random sampling for parent feedback.</li> <li>● School: Parent/Faculty committee will guide and support planning for school wide activities</li> </ul>
Professional Development <i>(not included above)</i>	<p>*State/District Based LETRS (K-3) 95% Core (K-3) Into Math (K-6) Science (4-6)</p> <p>*School Based Lexia (K-6) Second Step (K-6) iReady Math</p>	<ul style="list-style-type: none"> <li>● As directed by state and district</li> <li>● As needed and as required by grant stipulations</li> </ul>
Science and STEM	Waiting for RISE scores	<ul style="list-style-type: none"> <li>● PD days for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> </ul>