

Schertz-Cibolo Universal City Independent School District

John A. Sippel Elementary

Campus Improvement Plan

2020-2021



Mission Statement

Sippel Elementary Mission:

Our mission at Sippel Elementary is to ensure student growth and success!

Vision

Sippel Vision:

Our vision at Sippel Elementary is to provide a safe and caring environment by building relationships and modeling the Traits of a Graduate.

Sippel Values:

Students-First

Kindness

Respect

Core Beliefs

1. We believe all students have the capacity to learn and excel.
2. We believe a safe, secure and supportive environment is paramount to learning.

3. We believe in living our core values of leadership, character, commitment, service, and learning.
4. We believe engaging, interactive and authentic teaching creates empowered, inspired learners prepared for our changing world.
5. We believe technology is a relevant tool that enhances learning in and beyond the classroom.
6. We believe in a Professional Learning Community (PLC) that fosters collaboration for continuous improvement.
7. We believe transparent, clear and timely communication among all is critical to success.
8. We believe measures of success go beyond standardized testing.
9. We believe public education is defined by the local community, with limited state involvement.

***Leadership Starts Here! @SippelStallions**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Student			780	Total Staff		78.5
Student	Count	Percent		PK Teacher		
Male	396	51%		7 Gen Ed Teachers per grade level	35	
Female	384	49%		Special Ed Teachers	6	
(H) Hisp	343	44%		Speech Language Pathologist	1	
(I) Native	4	1%		Special Program Teachers	4	
(A) Asian	7	1%		ESL Teacher	1	
(B) AA	63	8%		Dyslexia/ Reading Interventionist	1	
(P) Pac. Is.	1	0%		Gen Ed Instructional Para	3	
(W) White	289	37%		SPED Para	8	
(MU) 2+	73	9%		Office Para	3	
At Risk	126	16%		Admin	2	
FRPL	256	33%		Counselor	1	
Military	181	23%		Nurse	1	
Foster	6	1%		CIS Site Coordinator	0.5	
Immigrant	7	1%		Custodian	6	
ESL	13	2%		Child Nutrition	5	
G/T	32	4%				
DYS	49	6%				
504	41	5%				
Special Ed	123	16%				
Intervention	29	4%				

Demographics Strengths

The campus faculty and student population represent a diverse population. Student to teacher ratios are reasonable and manageable allowing for more effective instructional opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sippel White demographic and SPED sub population is not meeting state target per STAAR data from 2018-2019 school year. No data from 2019-2020 due to COVID. **Root Cause:** Focusing on meeting the Approaches level for our entire population

Student Achievement

Student Achievement Summary

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for the 2020 accountability ratings. Data reported here reflects prior year accountability outcomes.

School overview for 2018-2019: 69/100 earning a D rating. This shows how well the school prepared students for success, both in school and after high school in college, career, or the military.

Student Achievement for 2018-2019: 74/100 earning a C rating. Student Achievement shows how much students know and are able to do at the end of the school year.

School progress for 2018-2019: 57/100 earning an F rating. School progress shows how students perform over time and how that growth compares to similar schools.

Closing the Gaps for 2018-2019: 56/100 earning an F rating. The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Achievement Strengths

Student Achievement Domain Summary for 2018 - 2019											
⚠ Graduation Cohort Data not found. Using Dropout Rate for Graduation Rate (or Annual Dropout Rate) Component (see report)											
	STAAR Component Details							STAAR Component			
	# Assessments Totals	# Approaches	# Meets	# Masters	% Approaches	% Meets	% Masters	Raw Score	Scaled Score	Weighted Score	Min Size
											District
											Elementary Scho
(094902113) - John A Sippel El	670	492	290	146	73%	43%	22%	46	74	30	

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 87 students earned zero point for showing no academic growth from 3rd to 4th STAAR per STAAR data from 2018-2019 school year. No data from 2019-2020 due to COVID. **Root Cause:** Lack of EOY data when tracking academic growth of every student using digital data wall and progress monitoring tools to determine student needs of intervention.

School Culture and Climate

School Culture and Climate Summary

The Student Engagement survey provides students an opportunity to share their perception of their school experience. Due to the limitations presented by COVID-19 school closures, the survey for the 2019-2020 school year captured 89 student responses.

The overall mean for this survey was 4.17, using a scale of 1 to 5.

School Culture and Climate Strengths

Items resulting in a mean of 4 or greater (using a 1-5 scale):

Learning is important at my school. Mean 4.33

Elective classes add to my school experience. Mean 4.07

My teacher cares about me. Mean 4.11

My principal is a good leader. Mean 4.55

My teacher challenges me to think. Mean 4.10

I enjoy PE class. Mean 4.26

I have opportunities to be successful at my school. Mean 4.17

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Employees indicated negatively in regard to the statement of meetings at SCUCISD make good use of my time. **Root Cause:** Teams were meeting twice a month, many of which were addressing similar items or events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

62 Sippel employees were invited to respond to the May 2020 employee survey conducted at SCUCISD. Of the 62 employees, 43 responded (69%). The overview of the scorecard indicates Sippel's responses were slightly lower than the last survey offered.

Staff Quality, Recruitment, and Retention Strengths

The top 4 responses indicate remarks made about the 60th percentile.

My job makes me feel like I am part of something meaningful.

At SCUCISD, we do things efficiently and well.

I feel genuinely appreciated at SCUCISD.

SCUCISD operates by strong values.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Employees indicated negatively in regard to the statement of new ideas are encouraged at SCUCISD. **Root Cause:** Staff feel they cannot voice honest feedback in a anonymous way.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

FPGs have been helpful in identifying critical content and aligning activities and resources for PLC teams.

Curriculum, Instruction, and Assessment Strengths

Expectations have been refined and practiced to achieve high-impact PLCs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teams shared struggle in defining and practicing the "right" work as PLCs. **Root Cause:** Lack of monitoring expectations and protocol that ensures 4 PLC questions guide the conversation.

Parent and Community Engagement

Parent and Community Engagement Summary

The Parent Satisfaction survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school.

Due to the COVID-19 school closures, 51 parents responded to the survey (compared to 155 in 2019), with an overall mean of 4.13 (using a 1-5 scale).

Parent and Community Engagement Strengths

Five highest item means across all survey items:

The school is clean and well maintained. Mean 4.28

My family is treated with respect at this school. Mean 4.18

My child is aware of school staff who are able to help them. Mean 4.18

My child's learning is a high priority at this school. Mean 4.16

My child has the necessary classroom supplies and equipment for effective learning. Mean 4.13

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents would like to receive additional information regarding progress and performance **Root Cause:** Feedback was not specific or focused on problems instead of proactive solutions.

School Context and Organization

School Context and Organization Summary

Sippel has 5 Leadership committees: Campus Leadership Team, Student Lighthouse, Celebrations, and Events, Social and PTC Liaison, CARE Operations, and CSST (RTI/Enrichment).

Each team includes a representative from the admin, specials, special education, and grade level teams.

School Context and Organization Strengths

Organization and advance planning

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Instructional Leadership Team lacked tools/strategies to guide teams in PLC work. **Root Cause:** not all team members were part of PLC academy or received the same training, they were not part of the identifying and planning for areas of needed improvement in our CIP.

Technology

Technology Summary

Panels with Apple TVs, document camera, and 3 desktop computers in every classroom

2 iPad carts

10 iPad minis

2 computer labs (one with computer specials rotation class full-time)

Laptops and 1 iPad per teacher

Technology Strengths

Each grade level has COW available and chromebooks

Problem Statements Identifying Technology Needs

Problem Statement 1: access to devices for progress monitoring **Root Cause:** 2 computer labs, 2 COWS of iPads, 3 student computers per classroom

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Goals

Revised/Approved: October 2, 2020

Goal 1: Priority 1: 100% of students will meet their projected growth goal in Reading for the 20-21 school year as measured by NWEA Map Growth from Jan 2020- May 2021.





Performance Objective 1: Priority 1: 84% of students in PK-4th grade will demonstrate reading on grade level on EOY reading screeners by May 2021 . (approaches, meets, masters)

Targeted or ESF High Priority

Evaluation Data Sources: NWEA, CLI, RGR, DIBELS, Benchmark

Summative Evaluation: None

<p>Strategy 1: testing environment- ensure optimal/equitable testing environment for all students Strategy's Expected Result/Impact: decreased student anxiety which will improve test scores Staff Responsible for Monitoring: classroom teacher, test proctor, admin team CLT reps: Bristow, Plant, Schlather, Martinez, Dean TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Ensuring consistent phonics instruction with fidelity using Really Great Reading and Benchmark Strategy's Expected Result/Impact: improved data by MOY as compared to BOY Staff Responsible for Monitoring: all teachers and staff providing phonics instruction, admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Refine small group instruction processes by providing professional development and sharing of best practices observed on campus Strategy's Expected Result/Impact: increased individual student reading scores after differentiating small group instruction based on formative assessment Staff Responsible for Monitoring: teachers and staff that provide reading instruction and intervention, admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Targeted early literacy PD to include Really Great Reading, LETRS, Reading Academies, Heggerty, Read Naturally, Head Sprout, and Benchmark Strategy's Expected Result/Impact: increased quality instruction of phonics and reading Staff Responsible for Monitoring: teachers and staff that provide reading instruction and intervention, admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Education Galaxy access for all students Strategy's Expected Result/Impact: to boost achievement in all 4 content areas: Reading, Math, Science, and Social Studies Staff Responsible for Monitoring: None TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Education Galaxy site license - 199 - State Compensatory Education Funds - \$3,650	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Priority 1: 100% of students will meet their projected growth goal in Math for the 20-21 school year as measured by NWEA Map Growth from Jan 2020- May 2021.

Performance Objective 1: 84% of students in PK-4th grade will demonstrate reading on grade level on EOY reading screeners by May 2021. (approaches, meets, masters)

Targeted or ESF High Priority

Evaluation Data Sources: NWEA, CLI, imagine Math

Summative Evaluation: None

Strategy 1: Ensuring lesson(s) in Imagine Math focused on present level of performance are completed on a weekly basis Strategy's Expected Result/Impact: closing achievement gaps while providing scaffolding and reteach Staff Responsible for Monitoring: all staff providing math instruction and intervention, admin team CLT reps: Bristow, Plant, Kunz, Piles, Hodge TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Grade level weekly formative assessments in Reading and Math Strategy's Expected Result/Impact: data driven small group instruction and intervention Staff Responsible for Monitoring: all staff providing math instruction and intervention, admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Targeted Math PD to include NUMBRS, AVMR, Imagine Math University, and Math Fact Strategy's Expected Result/Impact: increased quality instruction of Math Staff Responsible for Monitoring: all staff providing math instruction and intervention, admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Priority 2: In weekly PLCs, 100% of teachers follow a team agenda/protocol.

Performance Objective 1: 100% of the grade level teams will complete a weekly PLC protocol, responding to the 4 PLC questions, to ensure effective instruction.

Targeted or ESF High Priority

Evaluation Data Sources: teacher created formative assessment, exemplars, student work samples, NWEA, CUAs, QPAs

Summative Evaluation: None

<p>Strategy 1: develop PLC protocol with agreed upon meaningful norms</p> <p>Strategy's Expected Result/Impact: student progress towards measurable goals, teacher understanding of academic needs</p> <p>Staff Responsible for Monitoring: all instructional staff, admin team CLT reps: Sassman, Sardella, Sale</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: create small group intervention based on data from assessments that are fluid</p> <p>Strategy's Expected Result/Impact: students acquire skills as evidence on summative assessments</p> <p>Staff Responsible for Monitoring: all instructional staff, admin team CLT reps: Sassman, Sardella, Sale</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Priority 2: In weekly PLCs, 100% of teachers follow a team agenda/protocol.

Performance Objective 2: Recruit, select, assign, induct, and retain staff that are considered 100% highly qualified , according to their job position/description, at BOY, MOY, and EOY transition times.

Targeted or ESF High Priority

Evaluation Data Sources: staff retention data

Summative Evaluation: None

<p>Strategy 1: Teacher placements are strategic based on grade level/team needs and teacher strengths</p> <p>Strategy's Expected Result/Impact: high performing PLCs</p> <p>Staff Responsible for Monitoring: admin team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Grade-level and content-area teams have strong, supported teacher leaders that model and lead PD on campus (as indicated in the campus PD plan).</p> <p>Strategy's Expected Result/Impact: high performing PLCs, increases student performance scores</p> <p>Staff Responsible for Monitoring: all staff CLT reps: Sassman, Sardella, Sale</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 4: Priority 3: 100% of Sippel staff will build connections to ensure a sense of belonging with all stakeholders as evidenced by a 3% increase in Panorama by May 2021.


Performance Objective 1: Teachers will facilitate weekly SEL lessons (with a focus on building resilience, relationships, and increase self-management) to increase student response of overall sense of belonging on Panorama Survey results 65%- 73% (Winter 2020 to May 2021).


Evaluation Data Sources: Panorama- sense of belonging, office referral data, age appropriate classroom sense of belonging survey


Summative Evaluation: None

Strategy 1: Sippel staff will apply SEL guidance and trauma informed resilience based strategies Strategy's Expected Result/Impact: increase student's sense of belonging Staff Responsible for Monitoring: all staff CLT reps: McClain, Kolodziejki TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 4: Priority 3: 100% of Sippel staff will build connections to ensure a sense of belonging with all stakeholders as evidenced by a 3% increase in Panorama by May 2021.

Performance Objective 2: Mission, Vision, and Values are part of the daily life of the campus through student product and utilized spoken and written language to include the morning announcement script.

Evaluation Data Sources: all staff and students model the mission, vision, and values through verbal communication and actions; students and staff can state the mission, vision, and values of the campus

Summative Evaluation: None

Strategy 1: visuals teaching and reinforcing the mission, vision, and values Strategy's Expected Result/Impact: positive and inclusive environments as measured by an increased sense of belonging by all groups of students Staff Responsible for Monitoring: all staff CLT reps: McClain, Kolodziejcki TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: climate survey (LIM, panorama, or campus created), house system reports, hallway displays of student work Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: CLT reps: McClain, Kolodziejcki	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - State Compensatory Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Education Galaxy site license		\$3,650.00
Sub-Total					\$3,650.00
Grand Total					\$3,650.00

Addendums

**OUR MISSION AT
SIPPEL ELEMENTARY IS TO
ENSURE STUDENT GROWTH
AND SUCCESS!**

Systematic Phonics Instruction

Small Gp Instruction

*Targeted Early
Literacy PD*

testing environment

**Reading
Growth**



Math Growth

*Weekly formative
assessments*

Weekly Imagine Math lesson

*Targeted Math
instruction/
intervention PD*

**Our Vision at Sippel Elementary is to provide a safe and caring environment
by building relationships and modeling the Traits of a Graduate**

SEL Guidance Lessons

*Community building
Circles*

Connection!

4 Houses; one Family

Belonging



**Effective
PLCs**

Planning protocol

*Formative assessments/
Data-driven instruction*

Meaningful Team Norms

Our Values: Students-first, Kindness, Respect