

**Irving Independent School District**  
**Stipes Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

To prepare our students to become cooperative life-long learners who achieve academically at high levels and positively impact our community.

## Vision

**We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.**

## Value Statement

**We believe in the probability of growth for every student.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Campus Type: Elementary**

**Campus Size: 603**

**Grade Span: PK-05**

**Economically Disadvantaged 75.4%**

**English Language Learners 48.9%**

**Mobility Rate: 11.4**

**SPED 10.4%**

## Student Achievement

### Student Achievement Summary

**Stipes met standard on STAAR for the 2019 school year. Performance levels were similar to 2018. However, our Accountability Rating is a C due to Student Achievement score (Domain 1) and Academic Growth score (Domain 2) Accountability has not changed due to COVID and testing requirements.**

### **Areas of improvement in STAAR include:**

**Gr3 Math Mastery Level (-11%)**

**Gr4 Writing Meets Level (-11%)**

**Gr5 Reading Approaches and Meets Levels (-10-11%)**

**Gr5 Math Approaches Level (-10%)**

**This year we will focus on improving accountability rating by increasing the percent of students at the Meets Level for STAAR Academic Achievement and focus on STAAR and MAP growth targets for subpop groups.**

### Student Achievement Strengths

### **Celebrations include:**

**Gr4 Reading Approaches Level (+10%)**

**Gr4 Reading Mastery Level (+8%)**

**Gr 5 Math Mastery Level (+5%)**

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students struggle with inferencing, making connections and drawing conclusions across all genres. **Root Cause:** Inability to visualize, lack of academic vocabulary, textual evidence is not applied, and many are reading below grade level.

**Problem Statement 2:** With the exception of 2 sub-pops, less than 50% of 3rd-5th grade students showed growth on Reading MAP during the 20-21 school year. **Root Cause:** Students did not have targeted small group intervention.

## School Culture and Climate

### School Culture and Climate Summary

**The 2020-2021 School Staff survey highlights are as follows:**

**Principal treats all staff fairly (65%)**

**School administrators' behavior toward staff is supportive and encouraging (73%)**

**School's principal makes it clear to staff his/her expectation for meeting instructional goals (71%)**

**The principal communicates a clear vision for my school (73%) +17**

**Principal sets high standards for student learning (81%)**

**The principal carefully tracks student's academic progress (68%)**

**Principal includes staff when making important decisions (58%)**

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

**All teachers at Stipes Elementary are highly qualified.**

### Staff Quality, Recruitment, and Retention Strengths

**Student Staff Ratio 17:1**

**89% of teachers with 3 or more years experience**



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

**IISD Curriculum is used to instruct all subject areas. New ELAR TEKS have been incorporated.**

**Instruction is driven by 4 questions:**

**What do we want students to learn?**

**How will we know when they have learned it?**

**What will we do if they don't learn it?**

**What will we do if they already learned it?**

**Assessments are given at the end of every unit. District assessments are used to measure progress every 6 weeks, and MAP/mCLASS/Circle assessments measure BOY, MOY and EOY progress.**

## Parent and Community Engagement

### Parent and Community Engagement Summary

**Parent attendance at events continues to be very strong. We would like to increase the number of volunteers and volunteer hours at Stipes. Parent survey indicates satisfaction with the school. We also encourage parents to review our Campus Improvement Plan (English and Spanish versions) on our campus website We will send home a copy of the Family Engagement Policy in Oct 2021. English/Spanish copy is also available in the Parent Center.**

**Parent and Community engagement events during the school year include:**

**Meet The Teacher/Back to School Night**

**Science Night with Perot Museum**

**PTA Music Programs**

**PTA Carnival**

**Stipes Fun Run**

**Math & Literacy Night**

**Title 1 Parent Involvement event**

**PTA membership drive**

**Heroes of the Hallway**

**Friday High Five with Nimitz Football team**

**Field Day**

**End of Year Awards**

**Parent Classes hosted by Parent Liaison**

## **Parent and Community Engagement Strengths**

94.66% of parents are able to communicate easily with teachers.

93% of parents rated the quality of learning as very good, good, or acceptable.

# Technology

## Technology Summary

**Technology is incorporated in every classroom on a daily basis. All teachers and professionals have a laptop computer. Classroom teachers have document cameras and large TV display to incorporate many software programs, air server, Doceri, etc.**

## Technology Strengths

**Stipes' classrooms are equipped with ipads and/or chromebooks at a 1:1 ratio. Technology is used daily in every classroom.**

# Professional Development Implementation

## Professional Development Implementation Summary

**The campus is receiving training on PLC model, RTI, and Demonstration of Learning.**

## Professional Development Implementation Strengths

**Academic Conversations**

**PBIS - Champs**

**Small group instruction**

# Priority Problem Statements

**Problem Statement 1:** Students struggle with inferencing, making connections and drawing conclusions across all genres.

**Root Cause 1:** Inability to visualize, lack of academic vocabulary, textual evidence is not applied, and many are reading below grade level.

**Problem Statement 1 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

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

## Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices








# Goals

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 1:** Increase the percentage of PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2022. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)







**Evaluation Data Sources:** Circle data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct small group instruction with students during RtI time and ELAR block using a pre-emergent/emergent reading model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency with reading skills</p> <p><b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, administration, teachers, paraprofessionals</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 2:** Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 91% to 98% by May 2022.

**Evaluation Data Sources:** Circle data







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Circle progress monitoring to support and help PK teachers to quickly assess and focus on lessons that target student phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Phonological awareness will increase due to targeted interventions and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> PK teachers, paraprofessionals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will follow IISD state-standard aligned PK curriculum for tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonological awareness</p> <p><b>Staff Responsible for Monitoring:</b> academic specialist, admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 3:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 49% to 70% by May 2022.

Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 30% to 40% by May 2022."

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided reading lessons in small groups at least 30 minutes daily  <b>Strategy's Expected Result/Impact:</b> increase in reading fluency and comprehension  <b>Staff Responsible for Monitoring:</b> academic specialist, interventionist, admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Deliver effective reading tier 1 instruction by addressing all components of the reading block daily as designated by the IISD C &amp; I department  <b>Strategy's Expected Result/Impact:</b> increased reading levels and comprehension, increased MAP scores  <b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
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**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.






**Performance Objective 4:** \*Increase the percentage of Kindergarten students "on track" by mCLASS will increase from 76% to 90% by June 2021

\*Increase the percentage of 1st grade students "on track" by mCLASS will increase from 42% to 67% by June 2021

\*Increase the percentage of 2nd grade students "on track" by mCLASS will increase from 40% to 60% by June 2021

\*Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 30% to 40% by May 2022."






**Evaluation Data Sources:** mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize mCLASS data to make effective, research based-lessons for every student.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction path will close instructional gap and increase percentage of student who meet or exceed expectations</p> <p><b>Staff Responsible for Monitoring:</b> teachers, interventionists, paras, mCLASS lead trainers, admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 1:** Increase the percentage of students who score Meets or above on STAAR Math from 23% to 33% by May 2022.






**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided math groups with students</p> <p><b>Strategy's Expected Result/Impact:</b> increased MAP scores, increased MAP growth, increased scores on DCA, improved math performance</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialists, interventionists, admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 2:** Increase the percentage of students who Meet or exceed projected growth on MAP Growth Math from 58% to 70% by May 2022.






**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided math groups which includes MAP goal setting and progress monitoring for students</p> <p><b>Strategy's Expected Result/Impact:</b> increased math MAP scores, increased math growth, increases scores on DCA, and improved math performance</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialists, interventionists, admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b> - <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
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**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at Meets or above on STAAR Reading from 23% to 33 %by May 2022.

**Evaluation Data Sources:** STAAR results, DCA,MAP






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessment data, DCA, 2021 STAAR data, MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20% to 30% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR results, District common assessments






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessments data, DCA, 2021 STAAR data, and MAP data of our marginal group to develop and implement learning paths/interventions to meet student needs. Block off allotted time during instructional leadership meetings and data talks to discuss and track the progress of our marginal group.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR for our marginal group.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** The parent and family engagement coordinator for the campus will increase parent involvement by 10%.

**Evaluation Data Sources:** volunteer hour logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Assist parent liaison with communication through Peach Jar and School Messenger. <b>Strategy's Expected Result/Impact:</b> Additional parent participation <b>Staff Responsible for Monitoring:</b> Parent Liaison, Administrators, Office Personnel	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed in July 2021 by administrators during Learn 2 Lead.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 1. : Campus Improvement Plan developed with appropriate stakeholders

The CIC will meet on October 25 to discuss the CIP and vote on it.

### 2. : Regular monitoring and revision

The CIC will meet regularly throughout the school year to monitor and revise the CIP as data becomes available to evaluate and respond to.

### 3. : Available to parents and community in an understandable format and language

Our CIP will be shared with all stakeholders, once approved by the CIC.

### 4. : Opportunities for all children to meet State standards

Our Mission reflects this statement (2.4): To prepare our students to become cooperative life-long learners who achieve at high levels and positively impact our community.

Our Vision: We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.

Our Motto: Stallion Strong! At school, at home, wherever we roam!

### 5. : Increased learning time and well-rounded education

We will provide intervention during and after school. Teachers create a daily schedule to ensure that the content is taught for the minimum time required each day. PLC teams meet to review performance and attendance data to ensure students have a well-rounded education.

### 6. : Address needs of all students, particularly at-risk

Our Mission reflects this statement (2.4): To prepare our students to become cooperative life-long learners who achieve at high levels and positively impact our community.

Our Vision: We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.

Our Motto: Stallion Strong! At school, at home, wherever we roam!

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **1. : Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy was distributed on Oct 21, 2021 during the Title 1 Presentation. Attendance at presentation is documented by Zoom log in.

#### **2. : Offer flexible number of parent involvement meetings**

We offer Parent meetings during the morning and evening hours to ensure opportunities for parent involvement.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Pacheco	K-2 Literacy Specialist	Title I	70472
Linda Davis	Teacher-Tutor	Title I	7000
Linda Sue Martin	Teacher - Tutor	Title I	7000
Ofelia Flores	Parent Liaison	Title I Parent Involvement	26712

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Mary Kay Dixon	Principal
Assistant Principal	Michelle Ramirez	Assistant Principal
Assistant Principal	Amanda Diehl	Assistant Principal
Parent	Traci King	Parent
Community Representative	Lori Gahan	Community Member
Community Representative	Marcia Gaither	Community Representative
Parent	Tony Cimaglia	Parent
Business Representative	Bertha Guzman	Business Representative
District-level Professional	Gina Meriwether	District-level Professional
Non-classroom Professional	Belen Mercado	Academic Specialist
Classroom Teacher	Ronda Burris	Classroom Teacher
Classroom Teacher	Gladys Rincon	Classroom Teacher
Classroom Teacher	Anahi Aguirre	Classroom Teacher
Parent	Cortney Torrez	parent
Community Representative	Sherrie Braggs	community representative

# Addendums