

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



# Mission Statement

At Barton Elementary School we are committed to the success of all students by providing high quality instruction accomplished through a supportive and collaborative community.

## Vision

All students will achieve their full potential at Barton Elementary School.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

2018-2019

Domain 1: 70

Domain 2A: 90

Domain 2B: 75

Domain 3: 77

Reading Results: 3rd- 31% (Meets), 64% (Approaches) 4th- 26% (Meets), 60% (Approaches) 5th- 37% (Meets), 74% (Approaches)

Math Results: 3rd- 39% (Meets), 64% (Approaches) 4th- 35% (Meets), 66% (Approaches) 5th- 56% (Meets), 80% (Approaches)

Writing Results: 4th- 17% (Meets), 48% (Approaches)

Science Results: 5th- 43% (Meets), 75 % (Approaches)

2017-2018

Domain 1: 58

Domain 2A: 67

Domain 2B: 59

Domain 3: 65

Reading Results: 3rd 56.2%, 4th 54.13%, 5th 74.2%

Math Results: 3rd 52.89%, 4th 66.06%, 5th 74.8%

Writing Results: 48%

Science Results: 58%

### **Student Achievement Strengths**

Barton earned a B rating with an overall average of 86 as rated by TEA. Barton was among the highest scaled scores for Academic Growth out of the state comparison groups. We earned one distinction for Top 25% Comparative Academic Growth. Over the last two years Barton has seen double digit gains in STAAR pass rates in nearly all subject areas and tested grade levels. Combined 3rd-5th pass rates for all assessments is up 12 percentage points from 58% to 70%.

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

**Problem Statement 1:** Reading scores have consistently climbed for the last two years and are above district average, but we need to improve the number of readers at Meets expectations. **Root Cause:** Inconsistent planning, alignment, and accountability in K-2 ELAR instruction.

**Problem Statement 2:** Math scores showed improvement and significant growth, but fall below district average. **Root Cause:** Inconsistent rigor in stations and small group instruction during math.

# 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## 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
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- (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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

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

- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- TTESS data
- T-P ESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data








- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** Goal: 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 student daily using a pre-emergent/emergent reading model.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase English/Spanish proficiency by practicing their reading skills daily in pre-k guided reading groups with the teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, Administration, teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	Apr	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:** Goal: 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 in Phonological Awareness in the Circle assessment (English/Spanish combined) from 71% to 81% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> PK teachers, paraprofessionals, and CIRCLE assessment lead</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>	<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> Teachers will follow the district's state-standard aligned Pre-K curriculum for Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






**Goal 1:** Goal: 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:** The percent of Kinder students "on track" by mCLASS will increase from 29% to 60% by June 2022.

The percent of First grade students "on track" on mCLASS will increase from 25% to 52% by June 2022.







The percent of Second grade students "on track" on mCLASS will increase from 27% to 60% by June 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. The blended instruction will help teachers make effective, research-based instruction a reality of every student in your class.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, inclusion paraprofessionals, and mCLASS coordinators.</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
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Goal: 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 3rd-5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 17% to 25% by May 2022.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided reading lessons in small groups (4-5) with students 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, administration, 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</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 I) instruction by addressing all components of the reading block daily.  <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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Goal: 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 Kindergarten-Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 15% to 23% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct math groups with each student at least 3 times a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase math MAP scores and increased Math growth, increased scores on DCA's and math performance.</p> <p><b>Staff Responsible for Monitoring:</b> admin, teachers, specialists</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
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher will meet once a week with their PLC to analyze CFA data and come up with a plan on how and when to reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> increased MAP scores and increased Math growth, increased scores on DCA's and math performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <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:** Goal: 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 3rd-5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 15% to 23% by May 2022.

**Targeted or ESF High Priority**






**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct math groups with each student at least 3 times a week.</p> <p><b>Strategy's Expected Result/Impact:</b> increased math MAP scores and increased Math growth, increased scores on DCA's and math performance.</p> <p><b>Staff Responsible for Monitoring:</b> admin, specialists, 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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Goal: 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 5% to 20% by May 2022. Increase the percentage of African American students from 19% to 26% by May 2022.

**Evaluation Data Sources:** STAAR results, District Common Assessments.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessments data, DCA's, 2022 STAAR data, and 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> Interventionist, academic specialists, 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
	Nov	Feb	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 3:** Goal: 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 9% to 22% by May 2022. Increase the percentage of Hispanic students from 44% to 50 % by May 2022.

**Evaluation Data Sources:** STAAR results, District Common Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessments data, DCA's, 2022 STAAR data, and 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, 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
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 hr. logs.

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

# Addendums