

Irving Independent School District
Good Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

At John R. Good our mission is to create a community that is prepared, respectful, demonstrates integrity and diligence, and strives for excellence.

Vision

At John R. Good our vision is to work interdependently within a safe learning environment to ensure growth for every child.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.	10
Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.	13
Goal 3: Irving ISD will provide a safe and nurturing learning environment.	15
State Compensatory	19
Budget for Good Elementary School	19
Title I Schoolwide Elements	20
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	20
1.1: Comprehensive Needs Assessment	20
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	20
2.1: Campus Improvement Plan developed with appropriate stakeholders	20
2.2: Regular monitoring and revision	21
2.3: Available to parents and community in an understandable format and language	21
2.4: Opportunities for all children to meet State standards	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	21
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	21
3.1: Develop and distribute Parent and Family Engagement Policy	22
3.2: Offer flexible number of parent involvement meetings	22
Title I Personnel	23
Campus Funding Summary	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

John R. Good Elementary has consistently serviced a high population of Hispanic students. For the 2020-2021 school year John R. Good is servicing 91% Hispanic and 4% White. 87% At-risk; 10% receive special services; Good's Limited English Proficient student population is among the highest in the district for elementary schools currently servicing 67% English Language Learners. Good also services a high percentage of economically disadvantaged students which is currently at 86.3%. The school's enrollment has remained constant for the past several years currently servicing 718 students.

Demographics Strengths

John R. Good Elementary continues to improve upon or maintain its attendance percentage. Last year John R. Good reached the 97.2% attendance mark. Due to the pandemic in 2019-2020 we are not factoring in attendance. In 2018-2019, Good's parent volunteer numbers and hours showed strong increases, increasing the number of volunteers and hours by 10%. The John R. Good community is involved and participates at all campus events which includes: JRG Color Run; Math & Science Night; Literacy Night; PTO Nights; Splash Day; Campus Improvement Committee. For the 2020-2021 school year we will host all campus events virtually. Good has almost maintained a strong partnership with NCH, the school's Partner In Education. NCH has provided John R. Good with numerous mentors, supplies, and monetary donations.

Student Learning

Student Learning Summary

John R. Good was labeled Improvement Required by the Texas Education Agency for the 2018-2019 school year. The overall Reading performance for the 2017-2018 school year was a 57% down from a 63% the year prior. The overall Math performance was 69% down from a 72% the year prior. In Writing, Good's score was a 43%. For the 2018-2019 school year John R. Good had an overall score for grades 3-5 for all content areas of a 67%. The overall Reading score was 62%, Math was a 76%, and Writing was 48%. Due to the pandemic in 2020 we will utilize these scores as our baseline for the 2021 STAAR assessments.

Student Learning Strengths

John R. Good experienced an increased performance in all content areas and all grade levels K-5 as measured through state assessments and through the District's Universal Screener. Good's overall TEA Rating increased from a 55 to an 83, improving from a "D" rating to a "B" rating.

John R. Good also improved performance in all Accountability Domains:

- Increase in Domain I from a 57 to 61
- Increase in Domain II from a 60 to 86
- Increase in Domain III from a 43 to 77

Good also increased in both MAP Reading and Math Growth Targets for all grade levels. Good also had an overall K-5 campus increase in growth targets met for Reading at 11% and Math at 11%. John R. Good Elementary also received a Distinction in Top 25 Percent: Comparative Academic Growth.

School Processes & Programs

School Processes & Programs Summary

Systems Implemented in the 2019-2020 School year:

- Master Schedule denoting all Response to Intervention times, Guided Reading/Small group math times, recess and lunch times
- Campus master calendar was created implemented
- Grade level Professional Learning Community calendar was created and implemented
- Campus Data Driven Instruction Professional Learning Community calendar was created and implemented

At John R. Good Elementary, we will continue our focus of improving upon teachers' skill set with guided reading instruction and math small group support through ongoing coaching, feedback, and professional development.

School Processes & Programs Strengths

John R. Good will continue to monitor and track student and teacher performance through the use of our data-driven professional learning communities. Feedback and support will be provided as a result of the data analysis. These processes and programs have yielded successful results leading to an increase in student achievement in all content areas and grade levels.

Perceptions

Perceptions Summary

At John R. Good our mission is to create a community that is prepared, respectful, demonstrates integrity and diligence, and strives for excellence.

Perceptions Strengths

At John R. Good our vision is to work interdependently within a safe learning environment to ensure growth for every child.

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

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 1: Increase the number of students reading on grade level by 15% in grades kindergarten through 5th by the end of the school year as measured by DRA or EDL.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DRA or EDL; Running Records; Administrator Walkthroughs; Leadership Team Walkthroughs;

Summative Evaluation: None

<p>Strategy 1: Vocabulary Focus: Interactive word walls (both digital and physical) displayed and referred to during lessons, sentence stems using vocabulary</p> <p>Strategy's Expected Result/Impact: 75% of students in PK-5 will be at or above grade level in reading by the end of the school year as measured by DRA or EDL.</p> <p>Staff Responsible for Monitoring: All campus educators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Campus teachers will implement guided reading and small group math daily</p> <p>Strategy's Expected Result/Impact: Through consistent implementation of small group math and guided reading instruction, students will show growth in their reading ability measured after each six-week period.</p> <p>Staff Responsible for Monitoring: Administrators; Campus Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Implement an intervention program during school targeting Tier 3 students utilizing the district's RTI Toolkit</p> <p>Strategy's Expected Result/Impact: Targeted and increased performance for at-risk Tier 3 students to include Special Education, ELL, and Dyslexic students measured every 6 weeks.</p> <p>Staff Responsible for Monitoring: Administrators; Instructional Leadership Team; Counselors; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 2: Increase the number of students meeting their growth targets in both Math and Reading by 20%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP; District Common Assessments; DRA/EDL; Running Records;

Summative Evaluation: None

<p>Strategy 1: Lesson Cycle Focus: Language objective - Know, Think, Do, Embed meta-cognition, Check for understanding, Gradual Release Cycle; Exit ticket that focuses on the lesson objective</p> <p>Strategy's Expected Result/Impact: 70% of students will make expected growth on MAP by the end of the school year.</p> <p>Staff Responsible for Monitoring: All campus educators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: After school tutorials will be provided to students in grades 2-5</p> <p>Strategy's Expected Result/Impact: 100% of students who receive tutoring will show an increase in their MAP RIT score at the middle and end of year.</p> <p>Staff Responsible for Monitoring: All campus educators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Funds: SCE - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Improve our Domain I Achievement score by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Domain I; District Common Assessments;

Summative Evaluation: None

<p>Strategy 1: Uninterrupted Literacy Block: Master schedule will reflect an uninterrupted block of literacy for K-2 students; 3-5 students who are supported during their literacy block for Special Education or Dyslexia services, will be supported at times other than the Guided Reading lesson and small group lesson with the classroom teacher</p> <p>Strategy's Expected Result/Impact: Students in grades K-5 will receive consistent literacy instruction leading to increased reading fluency and comprehension.</p> <p>Staff Responsible for Monitoring: All campus educators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 4: By 2024 100% students in grades K-5 will be reading on grade level based on DRA/EDL scores.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DRA/EDL

Summative Evaluation: None





Strategy 1: Participation of K-3 teachers in Reading Academies Strategy's Expected Result/Impact: Improved teacher proficiency in reading and phonics instruction. Staff Responsible for Monitoring: Academic Specialist/Admin Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fidelity of implementation of district created, fully aligned, curriculum for reading and writing instruction. Strategy's Expected Result/Impact: Effective tier 1 instruction. Staff Responsible for Monitoring: AS/Admin Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective 1: 100% of teachers will analyze data from all assessments to identify strengths, weaknesses, opportunities, and threats in order to meet the needs of students in all academic areas.

Evaluation Data Sources: Previous STAAR results, current assessment results

Summative Evaluation: None





<p>Strategy 1: SWOT Data Professional Learning Community every two weeks for each grade level to discuss campus needs and assessment results</p> <p>Strategy's Expected Result/Impact: Improved teacher performance as measured through District Common Assessments every 6 weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators; Instructional Leadership Team; All campus educators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide every grade level, including Special Education teachers and paraprofessionals, a dedicated time to discuss low TEKS from previous year's STAAR results, scope and sequence for the upcoming six weeks, specific instructional strategies to support students, and student assessment results (common assessments, running records, MAP, and benchmarks)</p> <p>Strategy's Expected Result/Impact: Teachers understanding of specific student needs and using that data to target individual student groups</p> <p>Staff Responsible for Monitoring: Biweekly Data Professional Learning Communities</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective 2: Provide ongoing professional development and support through coaching and mentoring.

Evaluation Data Sources: Campus Coaching Tracker; District PD Attendance; Campus PD Attendance; Data PLC Framework

Summative Evaluation: None





<p>Strategy 1: Assign a campus mentor to provide support for all first-year teachers; Provide professional development through the district's ConnectED program for first-year teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity as well as improved teacher perception of the district.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Implement structured recurring Professional Learning Communities that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning.</p> <p>Strategy's Expected Result/Impact: Teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative assessments.</p> <p>Staff Responsible for Monitoring: Administrators; Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Funds</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Implement structured Data Driven Instruction (SWOT) Professional Learning Communities that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way</p> <p>Strategy's Expected Result/Impact: Teams will be able to engage in dialogue that leads to deeper understand of how to analyze and utilize data to help design appropriate student groupings based on specific needs.</p> <p>Staff Responsible for Monitoring: Administrators; Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 1: 100% of classes receive instruction on Anti-bullying and Drug and Alcohol Awareness

Evaluation Data Sources: Students in grades K-5 will receive lessons that focus on Anti-bullying and Drug and Alcohol Awareness.

Summative Evaluation: None





Strategy 1: Guidance classes occur every two weeks Strategy's Expected Result/Impact: Decrease in bullying reports by 5% Staff Responsible for Monitoring: Classroom teachers, Counselors, Administration	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Guidance classes and SRO session. Strategy's Expected Result/Impact: Increase awareness regarding drugs and alcohol for 100% of students in appropriate grade levels. Staff Responsible for Monitoring: Classroom teachers, Counselors, Administration, SRO	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 2: Increase parent participation with meaningful opportunities in an online setting (classes determined by a parent survey).

Evaluation Data Sources: At least three content based events will occur

Summative Evaluation: None





Strategy 1: Reading, Math, and Science nights; Parent interest courses offered Strategy's Expected Result/Impact: Provide parents with meaningful opportunities (determined by a parent survey) which allows them to grow personally in the areas of language, reading, writing, and math Staff Responsible for Monitoring: Parent Liaison, AVANCE, Campus Educators Funding Sources: - 199 - General Funds - \$2,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 3: Maintain end-of-year attendance rate of 97.5

Evaluation Data Sources: Daily attendance rates; Six-week attendance rates; End-of-year attendance rate

Summative Evaluation: None

<p>Strategy 1: Attendance Focus: Committee shares the importance of coming to school and incentives to students, staff, and parents</p> <p>Strategy's Expected Result/Impact: Provide classroom, campus, and parent incentives for student attendance</p> <p>Staff Responsible for Monitoring: All campus educators</p> <p>Funding Sources: - 199 - General Funds - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Good Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11-6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$25,000.00
	6100 Subtotal:	\$25,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

John R. Good is grounded in that every decision should be student centered and made at the closest point of implementation. Good Elementary is driven by the belief that student achievement is measured through individual growth relative to the child's current ability. John R. Good was labeled Improvement Required by the Texas Education Agency for the 2018-2019 school year. The overall Reading performance for the 2017-2018 school year was a 57% down from a 63% the year prior. The overall Math performance was 69% down from a 72% the year prior. In Writing, Good's score was a 43%. For the 2018-2019 school year John R. Good had an overall score for grades 3-5 for all content areas of a 67%. The overall Reading score was 62%, Math was a 76%, and Writing was 48%.

John R. Good experienced an increase in performance in all content areas and all grade levels K-5 as measured through state assessments and through the District's Universal Screener. Good's overall TEA Rating increased from a 55 to an 83, improving from a "D" rating to a "B" rating.

John R. Good also improved performance in all Accountability Domains:

- Increase in Domain I from a 57 to 61
- Increase in Domain II from a 60 to 86
- Increase in Domain III from a 43 to 77

Good also increased in both MAP Reading and Math Growth Targets for all grade levels. Good also had an overall K-5 campus increase in growth targets met for Reading at 11% and Math at 11%. John R. Good Elementary also received a Distinction in Top 25 Percent: Comparative Academic Growth.

Although the data shows that staff have made significant improvement in their ability to provide small group and guided reading instruction, more development and refinement is still needed to continue increased results.

Remote learning in the Spring of 2020 will also cause gaps in learning and will require targeted interventions for tier 3 students.

Data Sources: STAAR, MAP, DRA, EDL

CNA Reviewed by Campus Improvement Team: May 2020

Improvement Plan Page Location Pgs. 4-7

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

At John R. Good, teachers work collaboratively in Professional Learning Communities to develop effective Tier 1 lesson plans as well as prescriptive guided reading and small

group lesson plans. Grade level success is dependent upon their collective teacher efficacy.

The CIP was developed and reviewed by:

Alberto Zavala - Administrator

Tamiko Flores - Parent Representative

Natalie Martinez - Parent Representative

Eddie Robles - Administrator

Priscilla Chaves- Teacher

Rosemary Robbins - Community Representative

Maritza Villa - District Representative

Jennifer Owens - Business Representative

2.2: Regular monitoring and revision

Campus administrators and instructional leadership will be responsible for overseeing and monitoring the successful implementation of the school's systems and programs.

The CIP was developed and reviewed on: September 16, 2020

2.3: Available to parents and community in an understandable format and language

Campus parents and community members will have access to the school's CIP via the school website, a paper copy request from the front office, or via scheduled meeting with campus administrators. The CIP is available English.

2.4: Opportunities for all children to meet State standards

John R. Good will provide after-school, during school, and Saturday school to provide targeted instruction.

2.5: Increased learning time and well-rounded education

At John R. Good, students will engage in small group learning in both reading and math on a daily basis receiving individualized lessons targeting their specific needs.

2.6: Address needs of all students, particularly at-risk

John R. Good will monitor the effective implementation of the District's RTI program, ensuring that the Response to Intervention Toolkit is being utilized for every Tier 3 student. At-risk Tier 3 students will be tracked and supported through the MTSS process.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Good's Parent Liaison will work with parents, parent volunteers, teachers and administrators to create a Parent and Family Engagement Policy. Parents will be allowed to provide ongoing feedback throughout the year.

3.2: Offer flexible number of parent involvement meetings

The John R. Good community is involved and participates at all campus events which includes: JRG Color Run; Math & Science Night; Literacy Night; PTO Nights; Splash Day. However, due to the pandemic we will not host any functions that require in-person gatherings. All events and parent classes will be virtual.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Santoscoy	K-2 Literacy Specialist	Math and Reading Intervention	1
Claudia Robles	3-5 Math &	Math and Reading Intervention	1
Gloria Yeberino	Parent Liaison	Parent Involvement	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	2	1			\$500.00
2	2	2			\$0.00
3	2	1			\$2,500.00
3	3	1			\$5,000.00
Sub-Total					\$8,500.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$18,500.00