Midlothian Independent School District

J.R. Irvin Elementary School

2020-2021 Campus Improvement Plan

Mission Statement

We value every student, creating an environment for all to be successful!

Vision

What begins here empowers our innovative thinkers to impact the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

J. R. Irvin Elementary serves 618 Kindergarten through 5th grade students.

- ECSE/PreK: 37 Students
- Kindergarten: 100 Students
- 1st Grade: 88 Students
- 2nd grade: 97 Students
- 3rd Grade: 103 Students
- 4th Grade: 97 Students
- 5th Grade: 96 Students

Ethnicity Breakdown

White: 58%

Hispanic: 22%

African American: 12%

All other ethnicities are <1%

Econmically Disadvantaged = 31%

Attendance Rate = 96%

Irvin is recognized as a Title I campus.

Demographics Strengths

Irvin continues to grow in diversity to reflect the real world at large.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Writing continues to be an area of slow growth for all students. **Root Cause:** Focused writing instruction does not happen in a scaffolding manner consistently..

Student Learning

Student Learning Summary

STAAR 2019: (% Items Correct)

Based on state standards, J.R. Irvin received a "Met Standard" rating and an overall grade of "B" for the
Percentages are reflective of the overall average of the pass rate percentage of 3rd, 4th, & 5th grade in

- **All Students:**
- Math= 83%
- Reading= 78%
- Writing= 61% (Note: Tested in 4th Grade only)
- Science= 90% (Note: Tested in 5th Grade only)

Student Learning Strengths

* 51% of 5th grade students earned "Mastery" on the 5th grade STAAR.

* Science continues to be a high achieving area with a 90% pass rate.

* Although it is still low, Writing improved by 6% from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing continues to be an area of improvement. **Root Cause:** Grade levels below 4th grade need to have a scaffolded focus on teaching writing students
to be successful in 4th grade.

School Processes & Programs

School Processes & Programs Summary

All teachers at J. R. Irvin are highly qualified individuals with some teachers (30%) holding a Master's degree in education. The teachers at J. R. Irvin have an average of 12 years of teaching experience which is higher than the district and state averages. The campus includes:

- 591 students

<u>Personnel</u>

- 47 Certified Teachers
- PE Teacher and 1 Para Professional
- Music Teacher
- Full Time Dyslexia/ESL
- Full Time Dsylexia Teacher
- Art Teacher
- Library Media Specialist
- Title 1 Reading Teacher
- Math Interventionist
- Diagnostician
- Speech Therapist
- 4 Special Education Resource Teachers
- 1 Inclusion Para Professional
- 1 Content Mastery Para Professional
- ISS/Tech Aide
- 5 Custodians
- Nurse
- School Secretary
- Receptionist
- Part-time Crossing Guard
- PEIMS
- Assistant Principal
- Principal
- iCoach
- 1 PreK Aide
- 2 ECSE Aides

Curriculum/Instruction

- Teks Resource System
- Wonders (Reading)
- Imagine Math
- iStation (Reading)
- Education Galaxy (Reading/Math)
- 1:1 iPad initiative
- iPlan Days (3 campus teachers lead district sessions)
- Campus "Collective Wisdoms" of teacher led PD sessions on the campus level.
- iCoach assists with lesson development and technology enhancement.
- SeeSaw/Canvas

School Processes & Programs Strengths

* Ipad/Smart Board integration into lessons.

* Added technology/instructional support from iCoach & interventionists.

* Teachers teaching teachers with our campus PD Collective Wisdoms.

* No staff members requested to move campuses from 2019-2020 (unless accepting a promotion) which shows strong retention at the campus level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Working towards more student choice and independence. **Root Cause:** Teachers needing to be more comfortable and confident in letting students design their own ways of proving mastery. We must identify the steps needed to take to get to that level of learning.

Perceptions

Perceptions Summary

J. R. Irvin Elementary is home to Storytellers. All stakeholders of the campus have a great passion led from the heart to offer service for the community. The giving spirit, high expectations, and compassion are evident when you walk in the building.

We use character studies and restorative practices to educate the complete child.

Administration and teachers will continue to work on accessing and using data to make decisions to best meet the needs of our students and identify areas of focus both for our students and for instructional purposes.

We stand by and live out the Cultural Tenets of the district:

- We are Family
- Celebrating the Power of Diversity
- Honoring Relationships
- Unlimited Potential
- Excellence with Purpose
- Midlothian Strong

Perceptions Strengths

Irvin is a family centered school with a positive learning environment. We have a proactive and restorative approach to student discipline instead of purely driven by consequences. We strive for the students to have voice, choice, and dedication to the culture or our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Embedding the Cultural Tenets, Learner & Leader Profiles, & Learner Experience into our every day approach to students socially and academically.
Root Cause: We need to expose the campus more to all of the culturally driven focuses of the district and identify specific way to connect them to learning.

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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 24, 2020

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
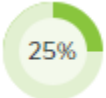
Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Teachers will understand how to create lessons that are rigorous, exemplary, and highly calibrated to the specificity of the TEKS by attending iPlan Days, campus PLCs, & understanding how to calibrate student work against the TEKS.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success. 90% of teachers will be at proficient or above in T-TESS planning and instruction (83% in 19-20). **Staff Responsible for Monitoring:** Calibration Tool, iPlan Sign-ins, Campus PD sign in, Lesson Plans, Grade Level PLCs (Principal, AP, iCoach) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov** 50%	**Feb**	**June**	**June**

Strategy 2: Teachers will meet once a month as grade level teams and once a month as vertical content teams in PLC to address grade level data & vertical learning gaps to develop and design high quality Tier 1 instruction aligned to the state standards.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19). Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data. Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment **Staff Responsible for Monitoring:** Principal, AP, iCoach, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov** 50%	**Feb**	**June**	**June**

Strategy 3: All teachers will track student data on every student for Reading & Math based on pre assessments (prior knowledge & small group formations) and post assessments (student growth).	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 70% of students will show growth on post progress indictors as evidenced by quarterly AWARE reports.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal & AP	50%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Assignments will be aligned with TEKS criteria 80% of the time by end of the first semester using calibrations and 90% or above by the end of the 20-21 school year.	**Reviews**			
Grade level activities will be calibrated against the specificity of the TEKS to be level 3 or higher on 60% of the questions and at least 90% on grade level by using TRS by the end of the first semester.	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19). Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data. Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment	50%			
Staff Responsible for Monitoring: Principal & AP				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Students in grades 3-5 will participate in performance assessments for math.. K & 1st utilize STEM buckets of their choosing to develop social skill and creative thinking.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Brightbyte data of "Student use of the 4 Cs" will increase from 1033 (2019 data) to 1075.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, AP, Teachers, iCoach, interventionists	25%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2: Teachers will provide student choice through digital choice boards on 2 units per subject in the first semester and 3 units per subject in the 2nd semester of the 20-21 school year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in Teacher & Student use of the 4 Cs to a minimum of 1075.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, AP, iCoach				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 3: All teachers, with the support of an iCoach as needed, will utilize available technology to enhance lesson design and increase student choice in product	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 5% increase of teachers scoring proficient or higher on M*Powered Instruction & Planning dimensions (83% in 2019 for both). 25 percent of teachers will score accomplished or higher on M*Powered Instruction and planning Dimensions. Increase BrightByte scores on Classroom Overall. 1028 (2019) to 1075	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, AP, iCoach Lesson Plans, walkthroughs/observations, PLCs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

	Reviews			
Strategy 1: Teachers will meet once a month as grade level teams and once a month as vertical content teams in PLC to address grade level data & vertical learning gaps to develop and design high quality Tier 1 instruction aligned to the state standards.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).	**Nov**	**Feb**	**June**	**June**
Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.	50%			
Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment				
Staff Responsible for Monitoring: Principal & AP				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

	Reviews			
Strategy 2: Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).	**Nov**	**Feb**	**June**	**June**
Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.	25%			
Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment				
Staff Responsible for Monitoring: Principals, AP, Team Leads iPlan & Campus PD Sign ins and Agendas.				

	Reviews			
Strategy 3: Teachers will participate in relevant professional development throughout the school year.		**Formative**		**Summative**
Strategy's Expected Result/Impact: YouthTruth Survey data will increase from 78% satisfaction in professional development to 85%.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Sign in & Agendas, YouthTruth Survey	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

| **Strategy 1:** Implement a common time across campus for students to receive prescriptive interventions based on weak SEs to maximize student learning and close performance gaps.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).	**Nov**	**Feb**	**June**	**June**
Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data. Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment **Staff Responsible for Monitoring:** SATs (Principals, APs) Walk-throughs/ Evaluations (Principals, APs) Progress Monitoring Logs (Teachers) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	50%			
Strategy 2: The Student Assistance Team will meet at minimum every 7 weeks to discuss the progress monitoring of at risk students and create aligned goals based on student needs.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).	**Nov**	**Feb**	**June**	**June**
Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data. Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment **Staff Responsible for Monitoring:** Principal, AP, Counselor, Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	50%			

Strategy 3: Utilize Instructional Strategies that have been proven to yield high learner engagement, opportunities for practice, student interaction and the teacher's ability to see and hear thinking while aligning resources to TRS and state standards.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Teachers scoring proficient or higher in Instruction Domain on T-TESS will rise by 5% from 83%. Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19). Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data. Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment **Staff Responsible for Monitoring:** Principal & AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Feb	June	June
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselors will conduct parent meetings and put out specific communication to explain the Duke TIP identification program and benefits.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Number of students (grade 4-5) invited to Duke Talent Identification Program will increase by 5 students from 2018-2019 school year for 2020-2021. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov** 25%	**Feb**	**June**	**June**

Strategy 2: Each grade level will have at least 10% of students qualifying for "Level Up" in Math (Level Up: Students show mastery of a concept in a Unit Pre Assessment and works on a higher grade levels mathematical concepts during the progression of that unit. Began in 2019-2020 so 10% is a starting point due to COVID from 19-20 school year).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Percentage of students achieving masters level on STAAR will increase by 5% for each assessment. **Staff Responsible for Monitoring:** Principal, AP, Counselor, iCoach, Team Leads Unit Pre and Post assessments **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov** 25%	**Feb**	**June**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize research-based screening process (Humanex)	Reviews			
Strategy's Expected Result/Impact: Hire high-quality candidates that share the MISD & campus vision of learning by using Humanex 100% of the time.	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Title I Schoolwide Elements: 2.4, 2.6	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

	Reviews			
Strategy 1: New teachers will participate in the District New Teacher Mentorship as well as have an on campus mentor throughout their first 3 years while providing region 10 support for teachers with ELL learners.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Campus annual retention rate will remain above 90% (93% in 19-20). (Only moves for certified staff in 19-20 were due to promotions) No more than 2 staff members will leave Irvin for a "linear move" (Moving districts or campuses to do the same position) (No staff members have moved for a linear move since 2016-2017) **Staff Responsible for Monitoring:** Mentor & campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Region 10 Cooperative- paid for your campus - ESSA-Title I - $1,454, Mentor Program - ESSA-Title II-TPRT - $1,000, Supplements for ESL K-12 $500 each - ESSA-Title II-TPRT - $500, Region 10 PD Cooperative ELL - ESSA-Title III-Second Language Acquisition - $550	**Nov** **50%**	**Feb**	**June**	**June**
	Reviews			
Strategy 2: Recognize & socially support staff through social media (#killinit), sustenance (Sonic Booms, treats, PTO Luncheons), additional Team planning time, & weekly giveaways (Admin read to class, jeans pass, etc)		**Formative**		**Summative**
Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey will increase by 5%. Staff Attendance Rate will stay above 95%. **Staff Responsible for Monitoring:** Principal & Teacher Experience Committee	**Nov** **50%**	**Feb**	**June**	**June**

| | 0% No Progress | | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Staff lead professional development opportunities for campus (Campus Collective Wisdoms, Restorative Practices, Discipline) & district initiatives (ILL, TLL, Mentors).			Reviews			
Strategy's Expected Result/Impact: Increased leadership capacity in staff. At least 80% of staff will participate in at least 1 leadership opportunity to present or assist in making campus decisions and improvements. YouthTruth Survey category of "PD & Support" will increase to 85% (78% in 18-19. No data for 19-20) **Staff Responsible for Monitoring:** Principal			**Formative**			**Summative**
			Nov	Feb	June	June

Strategy 2: Teachers will lead campus PD when appropriate, as well as sharing out ideas learned from attended PD.			Reviews			
Strategy's Expected Result/Impact: Increased leadership capacity in staff. At least 80% of staff will participate in at least 1 leadership opportunity to present or assist in making campus decisions and improvements. **Staff Responsible for Monitoring:** Principal			**Formative**			**Summative**
			Nov	Feb	June	June

Strategy 3: Encourage participation in District Leadership initiatives, such as Aspiring Leadership Academy & Diversity Council.			Reviews			
Strategy's Expected Result/Impact: Increased leadership capacity in staff with at least 10 teachers participating in district leadership opportunities. **Staff Responsible for Monitoring:** Principal			**Formative**			**Summative**
			Nov	Feb	June	June
			50%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
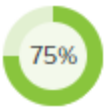
Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

Strategy 1: Work closely with the new district counselor who specializes in Social/Emotional support.	Reviews			
Strategy's Expected Result/Impact: SEL Counselor & Specialist will be on campus at least twice a month to work with students and staff.	**Formative**			**Summative**
	Nov	Feb	June	June
Campus will maintain zero substantiated bullying incidents.	50%			
Staff Responsible for Monitoring: Principal, AP, Counselor, and S/E Support Specialists.				
Funding Sources: Bully Prevention & Social Emotional Awareness - ESSA-Title IV - $6,700				

Strategy 2: Increase direct school counseling services.	Reviews			
Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services increase from 57% to 65%	**Formative**			**Summative**
	Nov	Feb	June	June
Staff Responsible for Monitoring: Counselor	50%			

Strategy 3: Implement bullying prevention assemblies through Aim for Success.	Reviews			
Strategy's Expected Result/Impact: Reduced bullying investigations (3 or under investigations). Increase safety ratings on parent survey 78% to 85%.	**Formative**			**Summative**
	Nov	Feb	June	June
5% increase in safety ratings on staff & student survey.	100%			
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers				
Funding Sources: - ESSA-Title IV - $2,200				

Strategy 4: Cultural Proficiency training will occur on a regular schedule with 100% staff attendance rate.	Reviews			
Strategy's Expected Result/Impact: Increased knowledge on cultural proficiency and development of strategies to implement.	**Formative**			**Summative**
100% of staff will participate in cultural proficiency.	Nov	Feb	June	June
Staff Responsible for Monitoring: Campus Admin	50%			

|				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Campus Safety teams will create the Campus Crisis Plan that will outline all policies and procedures in case of an emergency . This team will help facilitate campus drills and communicate with members of the district safety and security team.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 100% of students and staff will be trained and prepared in the instance of an emergency. Increase of 5% in Parent Survey in category of "School Safety" (78% in 2019) **Staff Responsible for Monitoring:** Principal/AP	**Nov** 75%	**Feb**	**June**	**June**
Strategy 2: Raptor will be utilized for all visitors to campus.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 100% of visitors will be required to check in through the office using the Raptor system. **Staff Responsible for Monitoring:** Office staff	**Nov** 50%	**Feb**	**June**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Target students and their families who have high chronic absences and develop a plan for these students.	**Reviews**			
Strategy's Expected Result/Impact: Attendance Rate will increase to 97% or above.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus admin, PEIMS	Nov	Feb	June	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	50%			

Strategy 2: Attendance Awareness Notifications (attendance.org) for parents	**Reviews**			
Strategy's Expected Result/Impact: Attendance Rate will increase to 97% or above.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Admin, PEIMS	Nov	Feb	June	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Conduct staff & student surveys to assess satisfaction of our current facility and areas of needed improvement to focus maximization of space at the new campus.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of students and staff will take ownership of the new facility and its usage and have a platform to share needs and desires so they can be strategically planned for.	Nov	Feb	June	June
Staff Responsible for Monitoring: None	75%			

0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals.			Reviews		
Strategy's Expected Result/Impact: Number of cross-function transfers will be 2 or lower. **Staff Responsible for Monitoring:** Principal/Secretary		**Formative**			**Summative**
		Nov	**Feb**	**June**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Align campus professional development with the district professional development (The afternoon of iPlan day will be aligned to the morning professional development).	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 90% of teachers will score proficient or higher on M*Powered instruction.	**Nov**	**Feb**	**June**	**June**
CASE score in classroom domain as proficient or higher as measured by Brighbytes will show a 10 point minimal improvement.	50%			
Staff Responsible for Monitoring: iPlan Sign-ins, TLL, ILL, iCoach, Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Implement a support structure on campus designed to build and increase the capacity of staff in curricular and technology integration support.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 90% of teachers will score proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.	**Nov**	**Feb**	**June**	**June**
CASE score in classroom domain as proficient or higher as measured by Brighbytes will show a 10 point minimal improvement. **Staff Responsible for Monitoring:** Principal, AP, &	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Utilize a variety of communication tools with staff to ensure information is being given out in a timely manner (Remind, staff meetings, Campus Newsletter, calendar invites, Team Lead meetings, faculty meetings, grade level meetings, and PLCs).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Overall employee satisfaction on communication as measured by district survey will improve by 10%.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal	50%			

Strategy 2: Grade Level PLCs, Vertical Team Meetings, Team Building, and "Collective Wisdoms" for engagement of staff.	Reviews			
Strategy's Expected Result/Impact: Staff Survey will show a 10% improvement in satisfaction with communication.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Feb**	**June**	**June**
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Utilize a variety of communication tools (Remind, Friday Parent Newsletter, School calendar, "Take Home Tuesdays").
    Strategy's Expected Result/Impact: Parent survey will show positive results with a 10% improvement in satisfaction with communication.
    Staff Responsible for Monitoring: Principal
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
	50%			

Strategy 2: Teaches will send out regular communication to parents via SeeSaw and Canvas to keep parents up to date on student progress and activities.
    Strategy's Expected Result/Impact: Parent survey will show positive results with a 10% improvement in satisfaction with communication.
    Staff Responsible for Monitoring: Principal
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
	75%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Virtual field trip and guest speaker opportunities. **Strategy's Expected Result/Impact:** Grow community partnerships by 50%. **Staff Responsible for Monitoring:** Principals, Teachers		Reviews		
		Formative		Summative
	Nov	Feb	June	June
	20%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Have Irvin parent representation on 100% of district/campus committees for decision making. (Diversity Council, Inside MISD, etc).	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase survey category of engagement from 80% to 85% **Staff Responsible for Monitoring:** Principal & AP	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

State Compensatory

Budget for J.R. Irvin Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 103 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,855.00
	6100 Subtotal:	**$55,855.00**

Personnel for J.R. Irvin Elementary School

Name	Position	Program	FTE
Halee Jones	Paraprofessional	Irvin Content Mastery	.25
Malone, Shanna	Teacher	Supplemental Social Services	.070
West, Matt	Teacher	Interventionist	1

Title I Personnel

Name	Position	Program	FTE
Foster, Lynn	Teacher	Title I	1

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Josh Roberts	Principal
Administrator	Katelyn Self	Assistant Principal
Classroom Teacher	Christine Dobbins	Teacher
Classroom Teacher	Jen Ketter	Teacher
Classroom Teacher	Janice Hansen	Teacher
Parent	Tanya Rizzo	Parent
Committee Member	Elizabeth Adkins	Counselor
Parent	Shayne Howe	Parent
Classroom Teacher	Taite Siemsglusz	Teacher
Classroom Teacher	Robin Vitullo	Teacher
Committee Member	Alyssa Thomas	Interventionist
Business Representative	Patrick Johnson	Business Owner
District-level Professional	Kaylynn Day	Assistant Superintendent of HR
Classroom Teacher	Sherise Webster	Teacher
Committee Member	Greg Houchin	Community Member
District-level Professional	Lisa Knight	Director of Special & Federal Programs

Campus Funding Summary

			ESSA-Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Region 10 Cooperative- paid for your campus		$1,454.00
				Sub-Total	$1,454.00
			ESSA-Title II-TPRT		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Mentor Program		$1,000.00
2	2	1	Supplements for ESL K-12 $500 each		$500.00
				Sub-Total	$1,500.00
			ESSA-Title III-Second Language Acquisition		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Region 10 PD Cooperative ELL		$550.00
				Sub-Total	$550.00
			ESSA-Title IV		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Bully Prevention & Social Emotional Awareness		$6,700.00
3	1	3			$2,200.00
				Sub-Total	$8,900.00
				Grand Total	$12,404.00

Addendums