

Midlothian Independent School District

J.R. Irvin Elementary School

2021-2022 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 686 EE (Early Education) through 5th grade students.

American Indian or Alaskan Native -0.7%

Asian or Pacific Islander- 0.8%

Black, not of Hispanic origin- 15.74%

Hispanic- 23.76%

White, not of Hispanic origin- 73.47%

2 or more Races- 9.04%

Economically Disadvantaged- 35.42%

Special Education- 16.47%

Attendance Rate = 92.73%

Irvin is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

Campus staff with masters degrees: 30%

Demographics Strengths

Irvin experienced an increase of student enrollment during the 2021-2022 school year.

STAAR Performance highlights:

4th grade special education reading: 63.64%

4th grade special education math: 72.73%

4th grade special education reading and math Meets and Masters: 45.45%

Fourth grade special education students out performed the state averages in both reading and math.

Fourth grade out performed the state averages in the math and reading.

African American students out performed the state averages in 3rd grade math.

Economically Disadvantaged students out performed the state average in math and reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the campus staff does not reflect that of the student body **Root Cause:** lack of diverse candidates and applicants

Student Learning

Student Learning Summary

Irvin is committed to creating an engaging learning environment where all students can be successful. The STAAR test identified targeted areas of focus based on assessment scores. Although our African American populations were above the state average in 3rd grade reading, they scored the lowest in our subgroups. The same pattern was identified in 4th grade math. Due to COVID, we expected to see achievement gaps and have created goals to target those needs.

Student Learning Strengths

2018-2019

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The campus received an overall accountability rating of B.

2019-2020

	Reading			Math			Writing			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd grade												
Irvin	81%	51%	19.78%	82.42%	47.25%	21.98%						
State	68	38	19	61	30	14						
District	78.06	51.13	25.48	78.6	50.08	26.67						
4th grade												
Irvin	75%	44.32%	25%	84.27%	57.30%	37.08%	68.13%	35.16%	7.69%			
State	63	36	18	58	35	21	53	26	8			
District	75.47	48.91	25.93	80.8	60.06	43.16	67.59	36.42	11.42			
5th grade												
Irvin	80%	52%	40%	73%	45%	24%				75%	41%	19%
State										61	30	12
District	84.67	58.45	41.4	85	59.17	36.67				76.57	42.26	17.15

3rd grade:

*scored above the district and state averages in math and reading

*scored above the state in Meets for reading and Meets/Masters for math

4th grade:

*4th grade math scored above the state in reading, math, and writing

*scored above the state for Meets/Masters in reading, Meets/Masters in math, Meets/Masters in writing

5th grade:

*scored above the state in Science

*scored above the state in science for Meets/Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing continues to be an area of focus due to STAAR assessment scores **Root Cause:** Writing across the curriculum will remain a focus to maintain and increase this progressive measure.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular:

TEKS Resource System

iPlan Days

PLC's

Wonders Curriculum

Targeted Support Strategies

iCoach support and coaching

Personnel/Organizational/Administrative:

MISD Mentoring program

Coaching plan for new teachers

Humanex for hiring staff

New teacher orientation

High quality technology and technological support

School Processes & Programs Strengths

Campus iCoach and support of special education staff

Consistent RTI timeframe

Chart TEKS mastered to address gaps and progress monitor

Effective use of campus support/resources (personnel)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All stakeholders did not have a full understanding of the TTESS rubric and processes **Root Cause:** Lack of full implementation and comprehensive campus planning development

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

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
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

Goals





Revised/Approved: November 15, 2021

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 an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

Evaluation Data Sources: TTESS M*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide student choice in demonstrating evidence of learning for all core content.</p> <p>1.5 Accomplished "* All digital activities, materials, and assessments are: * authentic for students * student-owned, learner driven * aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides * include integration of technology that is not substitution</p> <p>* Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate.</p> <p>* Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core)."</p> <p>2.6 (Accomplished) "* Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning.</p> <p>* Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera.</p> <p>* Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format.</p> <p>* Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curricular documents (non-TRS/non-core).</p> <p>* Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in iPlan PLCs to ensure innovative learning. "</p> <p>Strategy's Expected Result/Impact: Teachers will create and implement rigorous lessons using higher level questioning, targeted objectives, and small group instruction. Success will be determined by TTESS observations, classroom walk-throughs, and collaborative PLC unit planning.</p> <p>90% of teachers will be at proficient or above in T-TESS planning and instruction (83% in 19-20).</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionist</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus PLC's will occur every three weeks to analyze data, identify targeted objectives to develop intervention plans for Irvin University and ensure instruction alignment to the state standards.</p> <p>Strategy's Expected Result/Impact: Measure 1: Tier 3 students will gain one year of academic growth on the MAP assessment.</p> <p>Measure 2: African American students achieving approaches level on STAAR will increase by 5% in math.</p> <p>Staff Responsible for Monitoring: Administrators iCoach Teachers Interventionist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	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: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

HB3 Goal

Evaluation Data Sources: Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will plan collaboratively and use program data to design aligned lessons during weekly planned meetings. Teachers will use data to plan targeted intervention and enrichment activities for Irvin University time and group students flexibly to ensure individual student needs and strengths area addressed. *Progress Monitoring</p> <p>Strategy's Expected Result/Impact: Students will show 70% growth from BOY to EOY utilizing universal screeners. Amplify K-1 iStation Imagine Math</p> <p>Staff Responsible for Monitoring: Administrators iCoach A.I. Specialist/Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Providing professional development on research based strategies tied to the new walk through form and the book Fundamental Five of Sean Cain's research.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness with enhanced student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administrators iCoach Interventionist</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

HB3 Goal

Evaluation Data Sources: Eduphoria
Cambrium





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Tiered students, including Accelerated Instruction students, will be progressed monitored by taking interim assessments to increase meets performance on STAAR by 7 percentage points in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase Meets on STAAR by a minimum of 7 percentage points in all content areas.</p> <p>Staff Responsible for Monitoring: Teachers iCoach Administrators A.I. Specialist/Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 4: 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 5 scaled points at the end of 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: BrightByte Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the BrightByte Data by at least 5 scaled points at the end of 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Brightbyte data will increase by 5 scaled points.</p> <p>2021: Teacher, (number). Student (number)</p> <p>Goal: Teacher (number), Student, (number)</p> <p>Staff Responsible for Monitoring: Administrators iCoach Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 5: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

HB3 Goal

Evaluation Data Sources: Frontline Tier data
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers have access to shared drive with resources to teach students in Accelerated Instruction and RTI and will incorporated Lead4Ward high yield strategies into lesson plans.</p> <p>Strategy's Expected Result/Impact: Decrease of students requiring tiered or Accelerated services by 10%.</p> <p>Staff Responsible for Monitoring: Administrators iCoach A.I. Specialist Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and the iCoach will participate in instructional conferences and PLC's to create plans on best practices for interventions.</p> <p>Strategy's Expected Result/Impact: Decrease of students requiring tiered or Accelerated services by 10%.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: 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.

HB3 Goal

Evaluation Data Sources: Increase of students in advanced academic courses
Increase in CCMR accountability

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Irvin	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


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


Performance Objective 7: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.


HB3 Goal


Evaluation Data Sources: STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities for Irvin University and group students flexibility to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p>Strategy's Expected Result/Impact: Increase special education proficiency levels on STAAR by 5% points.</p> <p>2021 3rd Grade- Reading, 43.75%- Math, 56.25% 4th Grade- Reading, 63.64% - Math, 72.73% 5th Grade- Reading, 50% - Math, 50% -Science 28%</p> <p>2022 Goals 3rd Grade- Reading, 48.75%- Math, 61.25% 4th Grade- Reading, 68.64% - Math, 77.73% 5th Grade- Reading, 55% - Math, 55% -Science 33% *Progress monitor: Interim assessments and Education Galaxy.</p> <p>Staff Responsible for Monitoring: Special Education Teachers Accelerated Instruction Specialist Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 8: Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

HB3 Goal





Evaluation Data Sources: STAAR 2022 LEP data by content, MAP Growth 2021-22 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities for Irvin University time and group students flexibly to ensure individual student needs and strengths are addressed.</p> <p>Strategy's Expected Result/Impact: Enrollment for Emergent Bilingual students does not generate a STAAR assessed sub-population at this time.</p>	Formative		
	Dec	Mar	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 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 by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





Evaluation Data Sources: Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will utilize Humanex to identify highly qualified candidates.</p> <p>Strategy's Expected Result/Impact: Hire highly qualified staff through screening and interview process.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.





Evaluation Data Sources: District Staff Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New staff on campus will participate in the MISD Mentorship program.</p> <p>Strategy's Expected Result/Impact: Overall employee satisfaction as measured by the district survey will increase 2%.</p> <p>Staff Responsible for Monitoring: Mentor Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	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 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.





Evaluation Data Sources: AP Academy Survey
 MALA Survey
 Any additional Leadership type academies or programs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff lead professional development opportunities for campus/district initiatives. Team Leads, MALA, ILL's, Mentor, etc.</p> <p>Strategy's Expected Result/Impact: Survey feedback with 80% satisfaction of all participants in leadership opportunities.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	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 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 an increase in 3 out of the 5 competencies from the personal skills survey.





Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of Reset-Refocus and restorative practices implemented across campus through morning circles and the discipline committee.</p> <p>Strategy's Expected Result/Impact: SEL lessons facilitated by the campus counselors and teachers to increase 3 out of 5 competencies on personal skills survey.</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal Teachers CIS (Community In Schools)</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.





Evaluation Data Sources: District Staff Feedback (Survey)
 District Parent Feedback (Survey)
 District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate talking points to parents to review with their child after safety drills. Strategy's Expected Result/Impact: Increase 5% in positive responses in safety and security survey questions. Staff Responsible for Monitoring: Administrators	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Provide professional development and prevention programming for best practices for prevention and management outlined in state guidelines.





Evaluation Data Sources: Prevention programs implemented on campuses reflected by the number of students in attendance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement bullying prevention assemblies through Aim for Success</p> <p>Strategy's Expected Result/Impact: Reduced bullying investigations. Increased safety ratings on student survey. 2021 3rd-5th Grade Students- Do you feel safe going to school?</p> <p>Goals Students 84%</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 4: Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

Evaluation Data Sources: Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus representatives will participate in district level Diversity Council meetings and provide feedback to/for the campus.</p> <p>Strategy's Expected Result/Impact: Creating a culture of respect and appreciation for all staff members and students.</p> <p>Staff Responsible for Monitoring: Administrators Diversity Council representatives</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 Details	Formative Reviews		
Strategy 1: District level performance objective.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop budget and align financial expenditures to campus goals. Strategy's Expected Result/Impact: 0 Cross-Function Transfers is Expected for the 21-22 school year. Staff Responsible for Monitoring: Secretary Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 3: Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
Strategy 1: District level performance objective	Formative		
	Dec	Mar	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 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 with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Evaluation Data Sources: Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Academy, ESL Prep Course, GL Instructional Meetings.</p> <p>Strategy's Expected Result/Impact: Increase of staff satisfaction on YouthTruth survey in regards to professional development.</p> <p>Staff Responsible for Monitoring: iCoach Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

Performance Objective 1: Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff shout-outs , from Community members, in the Irvin Tribune around the cultural tenants that will be included in weekly newsletters.</p> <p>Strategy's Expected Result/Impact: YouthTruth Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	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 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

Performance Objective 3: Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain up-to-date campus website to provide information to all stakeholders.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured on district survey will increase.</p> <p>October 2020 % Parents took the YouthTruth survey last year. Previous year data indicated % positives on communication, so the goal will be based on this data.</p> <p>Goal %</p> <p>Staff Responsible for Monitoring: LMS Administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Share pertinent information a variety of ways (Facebook, Email, Website, Smore, School Messenger) Campus Calendar is Up-To-Date, PTO, Facebook provides updates of upcoming events. Tentative Event calendar published. Monthly Irvin News Weekly Irvin Tribune</p> <p>Strategy's Expected Result/Impact: YouthTruth BryteBytes Consistent communication with stakeholders</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for J.R. Irvin Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1.79

Brief Description of SCE Services and/or Programs

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Personnel for J.R. Irvin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Goldthwaite, Melissa	Counselor	0.14
Graves, Jessica	Paraprofessional	0.25
Johnson, Julia	Teacher	0.25
Malone, Shanna	Social Emotional Learning Specialist	0.15
West, Matt	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Foster, Lynn	Teacher	Title I Reading	1

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Khourie Jones	Principal
Administrator	Christy Shelton	Assistant Principal
Campus iCoach	Alyssa Thomas	iCoach
Classroom Teacher	Joshua Marek	Teacher
Classroom Teacher	Sherise Webster	Teacher
Non-classroom Professional	T-Kay Timmerman	Librarian
Non-classroom Professional	Elizabeth Adkins	Counselor
Committee Member	Alexia Jordan	Community in Schools Representative
Parent	JaMesa Robinson	Parent
Business Representative	Francie Walker	Parent
Community Representative	Dawn Sanders	Parent
Parent	Alexis Reed	Parent

Addendums