

Irving Independent School District
Gilbert Elementary School
2019-2020 Campus Improvement Plan



Mission Statement

FM Gilbert, the hands and heart of the community, develops each student's potential through a system distinguished by:

- Honing social, emotional and academic abilities
- Empowering individual innovative thinking
- Rewarding responsibility
- Fostering resiliency

Vision

Using relationship-building as the pathway, we are intentional in everything we do, so that we will maximize student learning & growth and collective teacher efficacy.

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Comprehensive Needs Assessment

Revised/Approved: October 08, 2019

Demographics

Demographics Summary

This year Gilbert has seen a decline in student enrollment. In 2016-17, the enrollment was 755. In 2017-2018 the total enrollment was 715 students. 2018-19 enrollment was 716. In 2019-20 our current enrollment stands at 662.

85% of students are considered Economically Disadvantaged, 67% are labeled ELL, and Gilbert has a mobility rate of 17.5%.

82.12% - Hispanic

4.75% - African American

9.08% - White

2.5 % - American Indian

0.84% - Asian

0.70 - Two or More races

Demographics Strengths

Gilbert families are very supportive of the school's mission, vision and values. They place a high value in their students' education, and actively collaborate and form partnerships with the school to promote student academic and socio-emotional success.

Two out of the three Gilbert Elementary administrators, one out of two of the school counselors, and 100% of our paraprofessional staff are bilingual which help serve the Hispanic community.

Student Achievement

Student Achievement Summary

				3rd Math			3rd Reading			
				2017	2018	2019				
Approaching				77	78	65	Approaching			
Meets				47	39	30	Meets			
Masters				28	11	16	Masters			
				Same Cohort of Students						
4th Writing				4th Math			4th Reading			
				2017	2018	2019				
Approaching				57	57	62	Approaching			
Meets				20	35	29	Meets			
Masters				2	7	2	Masters			
5th Science				5th Math			5th Reading			
				2017	2018	2019				
Approaching				72	77	65	Approaching			
Meets				37	49	39	Meets			
Masters				17	17	19	Masters			

Student Achievement Strengths

Gilbert earned an overall rating of 88 as rated by TEA. Gilbert's score of 92 for academic growth was the highest in our forty comparison schools. Gilbert also received three distinctions in Achievement in Math, Academic Growth, and Closing the Gaps.

There was substantial growth (up to double digits) in STAAR Meets and Masters for both math and reading in most grade levels.

School Culture and Climate

School Culture and Climate Summary

Our school culture is based in Capturing Kids' Hearts and PBIS - with a focus on building relational capacity.

Team-teaching instructional arrangement in grades 3-5 to build instructional capacity and content expertise.

In addition, we are piloting team-teaching in 1-2.

School Culture and Climate Strengths

The majority of the staff has been trained and has implemented CKH. This is year six of PBIS implementation. All stakeholders buy into our school motto, "Who's better than us? NOBODY!" All staff members instill school pride across the building with all students, which in turn reduces office referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Turnover rate at Gilbert is low. This year we have only two new teachers to our staff.

Staff Quality, Recruitment, and Retention Strengths

All staff at Gilbert are HQ under NCLB.

We consistently have low teacher turnover, and we assign teachers based on student needs and teacher's strengths.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year we will continue monitoring student academic growth and performance through the implementation of District Assessments in Grades 2-5, as well as through MAP in K-5. We will monitor reading improvement in K-2 through DRA/EDL tracking system. We will ensure at least one year's growth of progress for all students.

We are currently using purposeful planning and PLCs to maximize these instructional goals while following the district scope and sequence: implementing close reading, student engagement, and LETRS reading training.

Curriculum, Instruction, and Assessment Strengths

The team-teaching instructional arrangement that we started implementing several years back in grades 3-5 has helped to increase teachers' knowledge about specific subject areas.

Specific and targeted intervention by student and by need is evident by the score of 92 in Academic Growth, the highest of all 40 of our comparison schools.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Parent Liaison has done an outstanding job of recruiting parent volunteers. The GFFA (Gilbert Faculty and Family Association) board is very active and has planned several activities to promote parent involvement such as Fall/Friendship Dance, Trunk or Treat, Family Holiday Craft, and GFFA grade level programs throughout the year.

Parent and Community Engagement Strengths

Gilbert continues to work with a parent liaison with providing parent education classes and resources to empower them with tools to assist in their students' academic success.

Gilbert has an active PTO, providing families many opportunities to be active volunteers in the parent center, assisting in the cafeteria, and with instruction in the classrooms.

School Context and Organization

School Context and Organization Summary

Campus goals align with district goals.

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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





Performance Objective 1: 100% of Gilbert students will improve reading comprehension and fluency through effective instruction.









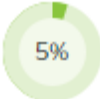



Evaluation Data Source(s) 1: District & School Assessments, STAAR benchmark, STAAR, TEA Accountability Reports









Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue working to improve reading comprehension and fluency for 100% of our students through effective instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Targeting the specific skills required to move reading levels using resources such as the LLI kits, DRA/EDL skill lessons, the Literacy Continuum, and phonics and phonemic awareness resources. Piloting Team Teaching 1st & 2nd Continue to Team Teach 3rd-5th Vertical team purposeful planning RTI in 1st and 2nd- all students below the 20th %ile RTI in 3rd-5th- all students below the 40th %ile (with teacher input and other classroom assessments)	2.4, 2.5, 2.6	Administrators, AS, Interventionists, Classroom Teachers	1) Increase the percentage of students that are reading on grade level in each grade level by 10%. 2) Student performance data on MAP, TELPAS and STAAR will increase as established by school goals.	 5%	 35%	 40%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Kinder teachers will build a strong literacy foundation by implementing research based reading resources such as Tools for Struggling and Emerging Readers from Really Great Reading Company and Estrellita Spanish Literacy Program.</p> <p>Track student progress and share through google tracking sheet</p>	2.4, 2.5, 2.6	Administration, Guiding coalition	80% of kinder students will be reading at DRA/EDL 6 or higher by EOY.				
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Teachers will integrate writing throughout all core content areas following the Gilbert plan by using resources such as Spelling City and Words Their Way. Create K-5 writing vertical alignment document Create vertical writing committee Create a campus-wide writing plan</p>	2.4, 2.5, 2.6	Administration, guiding coalition	<p>STAAR writing results will increase by 5% in each performance category (Approaches from 60% to 65%, Meets from 26% to 31%, Masters from 3% to 8%).</p> <p>Student writing samples and journal entries will reflect quality writing across the curriculum.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Intensive after school tutoring for students in grades 3-5 in reading targeting low TEKS utilizing STAAR practice materials and instructional supplies as needed.</p>	2.4, 2.5, 2.6	Administrators, AS, Interventionists, Classroom Teachers	<p>1) 90% attendance and participation for students in after school program. 2) Progress monitoring shows growth in targeted TEKS.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Support teachers and paraprofessionals to improve literacy instruction. Provide training in the following: Estrellita, LLI refresher, Close Reading, Decoding training through Region 10, Engagement strategies, Sentence Frames, Provide opportunities for, Campus PD, Learning Walks, and Peer-to-Peer Coaching based on strengths/needs, and SWAG sessions Provide PD on effective PLC implementation .			Data collected from targeted walk-throughs will reflect improved Tier 1 instruction.	 5%	 25%	 35%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 2: 100% of students will master the math and science essential standards in grades K-5.

Evaluation Data Source(s) 2: District & School Assessments, STAAR benchmark, STAAR, TAPR.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue working to reach this goal so that 100% of our students master math and science essential standards in grades K-5.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase Math fluency through a focus in Number Talks and Education Galaxy for all grade levels.	2.4, 2.5, 2.6	Administrators, AS, Classroom Teachers	Reports showing usage and progress. Student accountability notebooks showing student work and thinking, MAP data.				
2) Increase Math Problem Solving through fidelity in the use of Curriculum Problems (K-1), Lone STAAR (2-5) and Education Galaxy (K-5) 3 Reads Strategy	2.4, 2.5, 2.6	Classroom Teachers, Administrators, AS	85% of students showing evidence of problem solving strategies on their assessments.				
3) Intensive after school tutoring for students in grades 3-5 in Math and Science targeting low TEKS utilizing STAAR practice materials and instructional supplies as needed.	2.4, 2.5, 2.6	Administrators, AS, Interventionists, Classroom Teachers	1.) 90% attendance and participation for students in after school program. 2.) Progress monitoring shows growth in targeted TEKS.				
Funding Sources: 211 - Title I-A - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Improve student attendance to 98%.

Evaluation Data Source(s) 3: Attendance reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Put systems in place to track and promote attendance. Teachers complete 8:00am attendance in a google form. Track classroom attendance using Attendance Banner. Grade level daily attendance tracked in main hallway. Monitor attendance and contact parents of students showing an excessive absence pattern.		Attendance Committee, Administrators, DP clerk, Classroom Teachers, District Attendance Manager	Decrease the number of students with excessive absence patterns.				
2) Continue to utilize attendance incentives to promote high student attendance.		Attendance Committee, Administrators, DP Clerk, District Attendance Manager, Parent Liaison,	Increased attendance rate.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: 100% of our students will be exposed to different career paths as well as characteristics of good employment and citizenship traits.

Evaluation Data Source(s) 4: Event pictures, participation logs.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue exposing 100% of our students to different career paths as well as characteristics of good employment and citizenship traits.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students a variety of learning opportunities that will help them become familiar with different careers through involvement of community employers in events that foster College & Career Readiness such as Career Day and Junior Achievement in a Day.		Admin, Counselors, Teachers	Vibrant Career Day & continued participation in Junior Achievement.				
2) Our GT students will continue to participate in Destination Imagination and we will increase the number of teams who participate.		Admin, Teachers, GT Building Committee, ITS.	Six teams, one from each grade level, will participate in the DI district competition.				
= Accomplished = Continue/Modify = No Progress = Discontinue							













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

Performance Objective 1: Gilbert will continue to retain 90% of their staff for the upcoming school year.

Evaluation Data Source(s) 1: Staff Survey

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue implementing effective strategies to attract, develop, and retain 90% of our staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will complete an in-depth open-ended questionnaire on last year's staff survey. Administration will use this questionnaire to implement changes.		Principal, Assistant Principals	Favorable responses (combined agree and strongly agree) on the 22-question-staff-survey				
2) Assign teachers based student needs and teacher strengths.			Historical Data shows teachers become experts in their grade level content area.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: Increase by 10% or more, the number of parents volunteering in our Parent Center and in our school.

Evaluation Data Source(s) 1: Budget reports, Seal of Excellence certificate, EOY awards assembly program.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue working on the goal to increase parent volunteers in person and/or virtually.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue funding the Parent Liaison position for our campus to promote parent involvement and provide services and resources for our community including parent classes that support student success.	3.1, 3.2	Administrators, Parent Liaison	Fund position and provide services and resources for our community.				
2) Counselors and Parent Liaison to continue working together to sustain the Gold Seal of Excellence. Recognize our parent volunteers who have logged 100+ volunteer hours.	3.1, 3.2	Administrators, Counselors	Core group of volunteers consistently volunteering on a weekly basis evidence provided by the sign in sheets.				
Funding Sources: 211 - Title I-A - 0.00							
3) Invite parents to participate in the Recognition of our students' efforts and academic performance by hosting an end of year awards assembly for each grade level.	3.1, 3.2	Administrators, Classroom Teachers, Awards Committee	End of year awards assembly.				
Funding Sources: 199 - General Funds - 0.00							
4) Actively recruit GFFA members and encourage their involvement in as many school activities as possible such as Fall/Friendship Dance, Trunk or Treat, Family Holiday Craft, and GFFA grade level programs throughout the year.	3.1, 3.2						
				= Accomplished	= Continue/Modify	= No Progress	= Discontinue

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

Performance Objective 2: Increase students being recognized for showing Grizzly PRIDE (Positivity, Respect, Integrity, Determination, Excellence) by 10%.

Evaluation Data Source(s) 2: Grizzly PRIDE ticket spreadsheet.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will continue exploring ways to recognize students, in person or virtually, for showing Grizzly PRIDE.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue infusion of Capturing Kids Hearts components throughout all aspects of the school's daily life and culture.		Administrators, PBIS committee, Classroom Teachers	Teachers building relationships through greeting students at the door, sharing good things, providing affirmations, use of Social Contract, and use of the 4 Questions.				
2) Continue with implementation of PBIS strategies to complement Capturing Kids Hearts.		Administrators, PBIS Committee, Classroom Teachers	Distribution of PRIDE tickets rewarding student behaviors in common areas and classrooms. Continue to maintain minimal office referrals. Decrease behavior issues in the common areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Counselors' will continue to inform students and staff of a variety of positive coping skills in order to maximize potential and build positive relationships

Evaluation Data Source(s) 3: Referral Google Tracking Sheet

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Counselors will continue to inform and train students and staff on coping skills and strategies to maximize potential and build positive relationships.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counseling Groups-Social Emotional Health-Newcomers Guidance lessons/Individual Counseling targeting SEL Continue to recruit and increase our Mentor's Program Train Staff on SEL October- Social and Emotional Learning November- Getting Relationships Right December- Understanding and Reducing Stress January- Growth Mindsets February- Managing Conflict March- Taking it to the Classroom		Administrators Counselors	Reduce the number of inappropriate behavior & self harm.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Kinder teachers will build a strong literacy foundation by implementing research based reading resources such as Tools for Struggling and Emerging Readers from Really Great Reading Company and Estrellita Spanish Literacy Program. Track student progress and share through google tracking sheet
1	1	4	Intensive after school tutoring for students in grades 3-5 in reading targeting low TEKS utilizing STAAR practice materials and instructional supplies as needed.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Gilbert Elementary focuses on the four questions of the PLC process to ensure that all students are receiving the best educational program. All the staff engages in a model of continuous improvement, which revolves around the four PLC questions: 1)What do you expect student to learn as a result of the work?; 2) How will you know if they are learning and what is your evidence?; 3)What will you do if they don't learn?; 4)What will you do if they do learn?

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

As part of the PLC process, teachers select essential standards and write common assessments to track mastery. They then analyze and disaggregate data to guide small group (Tier II) instructions as well as enrichment for students who have shown mastery of the learning content. PLC's meet formally and informally at least once a week, for 55 minutes, to discuss data and share best teaching practices.

2.2: Regular monitoring and revision

Administration and instructional team will monitor progress through targeted walkthroughs and data analysis entered in a data tracking sheet that was created for every grade level. Based on data, admin confers with teachers, plans PD, and develops teacher interventions. Additionally, when students are not making progress, SSP meetings are held to determine next steps to provide Tier III support for these students.

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

Parents and community members may request a copy of the Campus Improvement Plan in the office or access it online, which is available in both English and Spanish.

2.4: Opportunities for all children to meet State standards

All students will receive Tier I instruction on the essential standards, and their individual performance is tracked in the data sheets, which include various sources of data, such as DRA/EDL levels, MAP RIT and percentile, and Common and/or District Assessments. Students also use Education Galaxy to track and target standards they have not mastered. All students are addressed on in the CIP, Goal 1.

2.5: Increased learning time and well-rounded education

Teachers will maximize student learning for all students and will provide a well-rounded education by following the district curriculum. They will use multiple sources of data to plan targeted interventions and enrichment activities. Teachers will be trained on how to integrate reading and writing, how to use small group instruction more effectively to differentiate instruction and meet student needs, and how to improve student learning and teacher efficacy through the PLC process. Methods and Instructional strategies are addressed on CIP Goal 1.

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

We will proactively target students needs through systematic Tier II and Tier III interventions. If students is still struggling after the systematic interventions, we will hold Student Success Plan meetings to determine the best course to ensure that all students are successful in mastering the State Standards. Teachers will also use student data to reflect on their instructional practice and collaborate with each other during PLCs to improve their instruction and better meet student needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Center Liaison will collaborate with parent volunteers, teachers and administration to promote student learning and to create a Parent and Family Engagement Policy in English/Spanish that will be readily available in the office and parent center.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings include:

- PTO (GAFA) monthly meetings and programs
- CIC meetings three times per year.
- PTO events such as the "Trunk or Treat,' Fall Dance, Holiday Craft Activities, Donuts with Dad, Muffins with Moms, etc.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Claudia Ruiz	
Administrator	Kesha Valtierra	
Administrator	Francisco Rico	

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Awards		\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extra duty pay for after-school tutoring		\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00