

Irving Independent School District
Lady Bird Johnson Middle School
2019-2020 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The mission of Lady Bird Johnson Middle School is to ensure that each student attains intellectual and personal growth, as well as, community and cultural awareness by:

- creating innovative learning experiences
- cultivating self-motivated, optimistic leaders
- promoting conservation and ecological responsibility

Vision

We empower learners to create innovative, authentic solutions that benefit our global community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.	16
Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.	19
Goal 3: Irving ISD will provide a safe and nurturing learning environment.	20
Title I Personnel	21
Campus Funding Summary	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lady Bird Johnson Middle Schools continues to be a very diverse campus. The largest change demographically for 2019-2020 is the increase in the number of Economically Disadvantaged (ED) students versus previous years. 76.8% of JMS students are ED compared to 75.0% and 73.5% the previous two years. 2019-2020 demographic data for the campus also reveals an increase in the number of English Learners on campus compared to the previous year (30.7% vs. 29.5%). Similar increases were seen in African American students compared to the previous year (20.1% vs. 18.9%).

2019-2020 Student Data:

Total Student Count

1002 (6th-350; 7th-336; 8th-316)

Gender Breakdown

448 Females 554 Males

Ethnicity Breakdown

68.4% Hispanic

20.1% African American

6.1% White

3.4% Asian

1.3% American Indian

0.7% Two or More Races

Other Campus Demographics

Special Education - 8.0% (80 students)

Gifted/Talented - 19.0% (190 students)

English Learners - 30.7% (309 students)

Economically Disadvantaged - 76.8% (770 students)

At Risk - 56.9% (570 students)

Demographics Strengths

Johnson Middle School is a very diverse campus with a multitude of cultures represented. At JMS, we take pride in the number of various cultures and partner with our community to celebrate diversity in a variety of ways. JMS students, staff, and community members have collaborated to hold Hispanic Heritage events, Black History Month celebrations, and a campus-wide Fall Festival. Johnson Middle School is committed to increasing parent and community involvement to support the academic and social development of our students.

Student Achievement

Student Achievement Summary

Lady Bird Johnson Middle School showed significant growth across all STAAR tested areas. JMS students saw growth in Approaches Grade Level performance on 10 of 12 STAAR tests with double digit growth seen in Math 8, Reading 8, Science 8, Social Studies 8, Algebra 1 EOC, and English 1 EOC. JMS students saw growth in Meets Grade Level performance on 10 of 12 STAAR tests with double digit growth in Math 8, Science 8, Algebra 1 EOC, and Biology EOC. JMS students saw growth in Masters Grade Level performance on 9 of 12 STAAR tests with double digit growth seen in Algebra 1 EOC and Biology EOC.

	Change in Approaches Grade Level vs. 2018	Change in Meets Grade Level vs. 2018	Change in Masters Grade Level vs. 2018
Math 6	+9%	+3%	0%
Math 7	+2%	+2%	+1%
Math 8	+23%	+16%	+5%
Reading 6	-2%	-1%	-2%
Reading 7	+4%	0%	+3%
Reading 8	+15%	+4%	-4%
Writing 7	+7%	+4%	+5%
Science 8	+15%	+13%	+2%
Social Studies 8	+18%	+6%	+2%
Algebra 1 EOC	+14%	+34%	+27%
Eng 1 EOC	+15%	+8%	+6%
Biology EOC	-2%	+16%	+13%

Student Achievement Strengths

Johnson Middle School improved from a letter grade of a "D" to a "C" for 2018-2019. The average of Approaches Grade Level, Meets Grade Level, and Masters Grade Level for all STAAR tests improved from 33% in 2017-2018 to 39% in 2018-2019. This growth was most directly responsible for the significant improvement in the accountability rating change from the previous year. JMS will focus on providing the needed remediation, intervention, and extension opportunities to students to ensure student achievement continues to improve at all levels.

School Culture and Climate

School Culture and Climate Summary

At Lady Bird Johnson Middle School, students and visitors are welcomed to campus by a friendly front office that seeks to assist with any needs they may have. JMS has a Parent Center that is staffed with a Parent Liaison on a full time basis. The Parent Liaison works to involve parents in checking students grades, providing extended learning opportunities, and providing opportunities to volunteer on campus. All students are welcomed each day by campus staff and are provided breakfast and lunch free of charge. The staff of Lady Bird Johnson Middle School is committed to ensuring all students are academically successful and grow into well-rounded students that are prepared for high school.

School Culture and Climate Strengths

At JMS, the staff are committed to ensuring all students are successful. Students and staff are provided with a large number of opportunities to be involved on campus in various ways. Students are afforded the opportunity to participate in athletics, fine arts, and join various clubs and organizations. JMS has a successful PBIS system that focuses on students, and staff, earning Eagle Bucks that can be redeemed for various incentive prizes. Students earn Eagle Bucks by demonstrating good character and a commitment to their academic and social success. Similarly, teachers earn Teacher Eagle Bucks from other staff members for actions that contribute to a positive campus culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Lady Bird Johnson Middle School, we have established processes that support the recruitment and retention of outstanding staff members. In addition to the support provided by Irving ISD for all new teachers, new-to-campus JMS teachers receive a campus mentor and participate in the JMS New Teacher Academy designed to support the growth and development of each teacher. Teachers will participate in coaching sessions with campus staff, including campus administration and support staff. All core content teachers are also provided with a department/team planning time daily in addition to their conference time. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time.

Staff Quality, Recruitment, and Retention Strengths

JMS teacher retention for non-retirees improved by over 50% from 2018 to 2019. The reduction in the number of new teachers has assisted in the continued development of a consistent campus culture that is focused on student learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Lady Bird Johnson Middle School, teachers use the district curriculum as a basis to plan and deliver instruction to students. JMS core content teachers have common planning times with their departments to use the DuFour Professional Learning Community (PLC) model to plan for instruction, intervention, and extension. Teachers use a wide range of models for student formative and summative assessments and use a wide range of data to plan instruction and intervention opportunities for students.

Curriculum, Instruction, and Assessment Strengths

The JMS department PLC planning model has been successful in improving the quality of instruction provided in core content areas. The campus has implemented a specific process for planning each unit in the Irving ISD Curriculum and for analyzing data gathered from common assessments on each grade level team to assist in providing targeted intervention to students based on individual needs.

Parent and Community Engagement

Parent and Community Engagement Summary

At Lady Bird Johnson Middle School, we have the following parent involvement nights at JMS:

1. Back to School Night
2. Coffee with Counselors
3. AVID Parent Night
4. Library Nights (with embedded curriculum nights for ELAR, Math, Science, and Social Studies)
5. Open House in March during Texas Public Schools Week

In addition, we employ a full time Parent Liaison and maintain a successful Parent Center in the front of the building near the main office.

Parent and Community Engagement Strengths

JMS offers many opportunities for families to engage and partner with our staff in order to support the growth of students.

School Context and Organization

School Context and Organization Summary

At Lady Bird Johnson Middle School, the Master Schedule is designed with built-in, daily planning time for all core content teachers. This time is designed for professional staff to answer the four guiding questions of professional learning communities:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do if they already know it?

School Context and Organization Strengths

At JMS, teachers collaborate with the purpose of improving instruction for students which leads to improved academic success. Teacher planning time is also focused on teacher professional development with regard to instructional best practices. Teachers should be and are the lead learners on campus.

Technology

Technology Summary

At Lady Bird Johnson Middle School, we strive to be leaders in instructional technology methods, technology infrastructure, and equipment needs. Our campus improvement plan aligns with district expectations and board goals when it comes to educational technology.

Technology Strengths

As part of the Verizon Innovative Learning Schools program, all students at JMS are provided an iPad for use at school and at home. In addition to the iPad, students are also provided with 5GB of data directly from Verizon. This allows students without internet access at home to extend their learning opportunities outside of the normal school day. Teachers are also provided a robust menu of professional development opportunities specifically designed to improve the utilization of technology to enhance instruction.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Students will show 3% growth or greater over the previous year in Approaches Grade Level, Meets Grade Level, and Masters Grade Level for all combined STAAR assessments in 2020.





Evaluation Data Source(s) 1: STAAR assessment data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Johnson Middle School will implement quality questioning strategies across all content areas in order to improve student achievement.</p> <p>2019 Domain 3 Closing the Gap Targets: 1) All Students: Academic Achievement (Reading and Math), Academic Growth (Math), and Student Success 2) Hispanic: Academic Achievement (Reading and Math), Academic Growth (Math), and Student Success 3) White: Academic Achievement (Reading and Math), Academic Growth (Reading and Math), and Student Success. 4) Economically Disadvantaged: Academic Achievement (Reading and Math), Academic Growth (Reading and Math), and Student Success.</p>	2.4, 2.5, 2.6	Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists	Evidence of the implementation of quality questioning strategies will be seen in over 70% of walk through observations conducted by campus administrators.				
Funding Sources: 211 - Title I-A - 0.00							
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>2) Johnson Middle School will implement AVID (WICOR) strategies across all content areas.</p>	2.4, 2.5, 2.6	Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists	Evidence of the implementation of WICOR strategies will be seen in over 50% of walk through observations conducted by campus administrators.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Johnson Middle School will provide intervention/remediation opportunities within the school day for all core content areas either through the P.R.I.D.E. program or through strategic, in-class, differentiated instruction.</p> <p>2019 Domain 3 Closing the Gap Targets: 1) All Students: Academic Achievement (Reading and Math), Academic Growth (Math), and Student Success 2) Hispanic: Academic Achievement (Reading and Math), Academic Growth (Math), and Student Success 3) White: Academic Achievement (Reading and Math), Academic Growth (Reading and Math), and Student Success. 4) Economically Disadvantaged: Academic Achievement (Reading and Math), Academic Growth (Reading and Math), and Student Success.</p>	2.4, 2.5, 2.6	Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists	3% improvement in STAAR scores, 3% improvement in DCA (1 and 2) scores vs. previous year STAAR results, and meeting or exceeding expected growth on MAP (BOY to MOY, and MOY to EOY).				
<p>Funding Sources: 211 - Title I-A - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

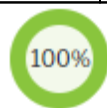
Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective 1: Teacher support systems will lead to improvement in teacher performance and an improvement of 10% in teacher retention at the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: Teacher Retention Percentage

Summative Evaluation 1:

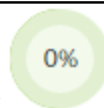
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Johnson Middle School will use the PLC at Work model (4 questions) to guide instructional planning and execution.</p>	2.4, 2.5, 2.6	Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists	Improved teacher collaboration leading to a steady improvement in teacher classroom performance and student achievement on various measures including; MAP, STAAR, and DCAs.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>2) Johnson Middle School will hold a New Teacher Academy consistently throughout the school year to improve instructional delivery to students.</p>	2.4, 2.5, 2.6	Administrators Academic Specialist	Evidence of posted learning objectives, daily agendas, and scripted questioning strategies will be seen in 70% of walk through observations conducted by campus administrators.				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>3) Johnson Middle School will build the master schedule to allow for each core department to meet together daily for the purpose of following the PLC at Work model.</p>	2.4, 2.5, 2.6	Administrators Counselors Academic Specialists	Teacher teams will complete the PLC Unit Guide and the Data Analysis Protocol at least 80% of the time.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Campus processes will be designed and implemented that improve student discipline by reducing conduct referrals and days of students out of placement by 10%.

Evaluation Data Source(s) 1: Referral Data, Days of Suspension (ISS, OSS, and SRC)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Johnson Middle School will create, train, and use a comprehensive discipline management flow chart.	2.4, 2.5, 2.6	Administration Guiding Coalition	The number of conduct referrals will be accurate and reduced by 10% versus the previous year.				
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Johnson Middle School will implement Wake-Up JMS! at the beginning of each day to deliver announcements, check dress code, and ensure all students are wearing ID badges.	2.5, 2.6	Administration	Increased consistency with campus/district policies will result in greater than 99% student compliance with the ID badge and dress code policy on a daily basis.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caroline Gaea	Title 1 Interventionist		
Felicia Higginbotham	Title 1 Academic Specialist		
Judy Hemphill	Title 1 Interventionist		
Lorena De La Garza	Title 1 Parent Liaison		
Luisa Garcia	Title 1 Instructional Aide		

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Materials		\$0.00
1	1	3	Supplemental Instructional Materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00