

**Irving Independent School District**  
**Britain Elementary School**  
**2020-2021 Campus Improvement Plan**

# **Mission Statement**

**NURTURE A GROWTH MINDSET THROUGH  
COMPASSION, RESILIENCE, AND COLLABORATION.**

## **Vision**

**INSTILL A PASSION FOR LEARNING THAT LASTS A LIFETIME!**

## **Value Statement**

**EFFECTIVE COMMUNICATION**

**RESPECT FOR COLLEAGUES, STUDENTS, AND BUILDING**

**PASSION FOR OUR POPULATION**

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.	17
Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.	21
Goal 3: Irving ISD will provide a safe and nurturing learning environment.	22
State Compensatory	25
Budget for Britain Elementary School	25
Personnel for Britain Elementary School	26
Title I Schoolwide Elements	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Britain elementary is a neighborhood comprehensive school that also services the Deaf students in the region. The campus serves pre-kindergarten through fifth grade. Current student enrollment is at 586 total students. There are 33 African American students (SPED 15%, 504 12%, GT 9%, At-Risk 39%). There are 6 Asian students (SPED 17%, ESL 67%, At-Risk 67%). There are 494 Hispanic students (SPED 12%, 504 8%, GT 13%, Bil 59%, ESL 9%, At-Risk 81%). White: 48 (SPED 8%, 504 13%, GT 13%, Bil 21%, AT-Risk 56%). At Britain, 84.4% of our students are considered Economically Disadvantaged. 61% of our students are English Learners (Bilingual 52%, ESL 9%). 12% of our students receive Special Education Services. About 13% of our population is identified and provided with Gifted and Talented services.

### Demographics Strengths

Overall the daily attendance rate at Britain Elementary has increased in the past three years. The daily attendance Rate was at 97.4% for the 2018-2019 school year. Britain elementary went from meeting only 2 indicator targets in 2018 to meeting 12 targets in 2019 for Closing the Gaps. The economically disadvantage population met their math target and the special education group met standards in Academic Achievement status (reading). There were 13 out of 14 indicators met in Growth (Academic Growth). The English Language Proficiency target was met. The African American population also met target for reading under Students Success status.

### Grade Level Performance (Reading and Math)

Met Target Reading (Percent at Meets Grade Level or Above): Special Ed (Current) 21%

Met Target Math (Percent at Meets Grade Level or Above): Economically Disadvantaged 36%

### Grade Academic Growth Rate Goals

Met Target Academic Growth Reading: All students 80, Hispanic 72, Economically Disadvantaged 72, EL (Current & Monitored) 72

Met Target Academic Growth Math: All students 80, Hispanic 79, Economically Disadvantaged 79, EL (Current & Monitored) 72

### English Language Proficiency Goals

Met Target English Learners: 100% (10% total)

### Student Achievement Goals (Approaches, Meets, Masters)

Met Target African American: 45

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hispanic group and EL group did not meet 3 out of 5 indicators in Domain 3 Closing the Gaps **Root Cause:** 84% of Hispanic (492 total) students are EL and under the Early Exit Model

**Problem Statement 2:** Students receiving Special Ed services did not meet target for 3 out of 5 indicators in Domain 3 Closing the Gaps for the past 3 years **Root Cause:** There is misalignment of interventions to grade level expectations for STAAR.

# Student Achievement

## Student Achievement Summary

STAAR testing requirements were waived for the spring of 2020 due to Covid-19. Britain elementary academics improved significantly during the 2018-2019 school year and is no longer Improvement Required (IR) status. The school went from IR to a B status overall due to Domain 2A, student academic growth. Domain I Student Achievement increased from scale score 56 to 64 in 2019. Domain II School Progress increased from 59 to a 77 in Academic Growth (2A). Domain III increased from 58 in 2018 to a 74 for the 2019 school year.

	All Students	African American	Hispanic	White	Asian	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>												
Percent of Tests												
% at Approaches GL Standard or Above	67%	79%	64%	83%	67%	64%	55%	62%	32%	88%	65%	72%
% at Meets GL Standard or Above	31%	41%	30%	40%	17%	28%	17%	26%	20%	38%	31%	32%
% at Masters GL Standard	13%	15%	13%	16%	0%	12%	6%	12%	8%	13%	13%	13%
Number of Tests												
# at Approaches GL Standard or Above	606	48	503	48	4	496	267	367	45	14	485	121
# at Meets GL Standard or Above	284	25	233	23	1	218	84	155	29	6	230	54
# at Masters GL Standard	119	9	101	9	0	94	29	70	11	2	97	22
Total Tests	911	61	780	58	6	777	485	591	142	16	742	169
<b>ELA/Reading</b>												
Percent of Tests												
% at Approaches GL Standard or Above	66%	74%	64%	82%	*	63%	54%	61%	29%	100%	64%	74%
% at Meets GL Standard or Above	28%	35%	27%	41%	*	25%	13%	23%	21%	33%	28%	29%
% at Masters GL Standard	11%	13%	11%	14%	*	11%	5%	11%	8%	0%	11%	11%
Number of Tests												
# at Approaches GL Standard or Above	222	17	185	18	*	180	100	135	15	6	176	46
# at Meets GL Standard or Above	96	8	78	9	*	71	24	50	11	2	78	18
# at Masters GL Standard	38	3	32	3	*	31	10	25	4	0	31	7
Total Tests	337	23	288	22	*	287	185	222	52	6	275	62

	All Students	African American	Hispanic	White	Asian	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Mathematics</b>												
Percent of Tests												
% at Approaches GL Standard or Above	75%	87%	74%	86%	*	74%	70%	73%	40%	67%	74%	81%
% at Meets GL Standard or Above	39%	57%	36%	50%	*	36%	27%	34%	19%	50%	39%	40%
% at Masters GL Standard	18%	17%	18%	23%	*	16%	9%	16%	8%	33%	19%	15%
Number of Tests												
# at Approaches GL Standard or Above	254	20	212	19	*	212	129	163	21	4	204	50
# at Meets GL Standard or Above	131	13	105	11	*	103	50	76	10	3	106	25
# at Masters GL Standard	60	4	51	5	*	46	16	35	4	2	51	9
Total Tests	337	23	288	22	*	287	185	222	52	6	275	62
<b>Writing</b>												
Percent of Tests												
% at Approaches GL Standard or Above	50%	64%	47%	71%	*	44%	33%	42%	5%	*	48%	56%
% at Meets GL Standard or Above	17%	27%	17%	0%	*	15%	4%	13%	5%	*	17%	16%
% at Masters GL Standard	5%	18%	4%	0%	*	5%	0%	5%	5%	*	5%	8%
Number of Tests												
# at Approaches GL Standard or Above	56	7	44	**	*	44	18	27	1	*	42	14
# at Meets GL Standard or Above	19	3	16	**	*	15	2	8	1	*	15	4
# at Masters GL Standard	6	2	4	**	*	5	0	3	1	*	4	2
Total Tests	113	11	94	**	*	99	54	64	19	*	88	25
<b>Science</b>												
Percent of Tests												
% at Approaches GL Standard or Above	60%	*	56%	86%	*	58%	33%	51%	42%	*	61%	55%
% at Meets GL Standard or Above	31%	*	31%	43%	*	28%	13%	25%	37%	*	30%	35%
% at Masters GL Standard	12%	*	13%	14%	*	12%	5%	8%	11%	*	11%	20%
Number of Tests												
# at Approaches GL Standard or Above	74	*	62	6	*	60	20	42	8	*	63	11
# at Meets GL Standard or Above	38	*	34	3	*	29	8	21	7	*	31	7

	All Students	African American	Hispanic	White	Asian	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	15	*	14	1	*	12	3	7	2	*	11	4
Total Tests	124	*	110	7	*	104	61	83	19	*	104	20

### Student Achievement Strengths

Britain elementary met required indicators for the 2018-2019 school year and is no longer considered Improvement Required. The school went from IR to a B status due to Domain 2A, student academic growth. Domain I Student Achievement increased from scale score 56 to 64 in 2019. Domain II School Progress increased from 59 to a 77 in Academic Growth (2A). Domain III increased from 58 in 2018 to a 74 for the 2019 school year. Additionally, the African American population and students receiving Special Education services met Student Success Target and Academic Achievement in Reading for the first time in three years.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 47 of the 4th and 5th graders did not meet Progress Goal in Reading **Root Cause:** Misalignment of curriculum rigor to STAAR, specifically in RC3 Understanding/Analysis of Informational Texts

**Problem Statement 2:** 32 of the 4th and 5th graders did not meet Progress Goal in Math **Root Cause:** Misalignment of curriculum rigor to STAAR, specifically in RC3 Geometry and Measurement

**Problem Statement 3:** 3rd Grade Reading was in the 40th place per campus comparison group **Root Cause:** Students not being able to read in either language when entering 3rd grade

**Problem Statement 4:** 3rd grade Math performance (masters) was in 37th place by campus comparison group **Root Cause:** Students cannot read and struggle to understand word problems

**Problem Statement 5:** K - 2 grades are promoting students that are not on track to read at grade level **Root Cause:** Language development/program and lack of quality phonics program and training for teachers in monolingual (English)



## School Culture and Climate

### School Culture and Climate Summary

There has been a school-wide implementation of Positive Behavior Interventions and Systems (PBIS) at Britain elementary. Significant planning and training were provided to ensure a proactive approach towards a positive student culture during the summer of 2019. Currently, we are continuing to ongoing training and implementation of CHAMPS and social skills lessons.

2016-17 178 referrals with an increase of 5%

2017-18 144 referrals with a decrease 29%

2018-19 54 referrals

2019-20 50 referrals

### School Culture and Climate Strengths

Overall returning teachers are motivated by the B rating under the accountability system. The teachers worked hard to move the campus out of Improvement Required status. New teachers to Britain are eager to learn and apply their learning. They attend Professional Development weekly and seek feedback regularly. All teachers have received significant training on acting as a Professional Learning Community that collaborates weekly with grade-level teams and also vertically with content teams. Overall there is positive culture of a collaborative teams working towards achieving the campus vision.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** There is a lot of stress due to uncertainty and newness **Root Cause:** New method of teaching, new softwares, new technology, and new evaluation system.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Britain has had a great deal of turn over within the last five years. 44 out of 46 total teachers are fully certified to teach in their content area with 2 being on a waiver for their first year. This year Britain has a total of 4 new teachers to the campus. Out of the 4 new teachers, 2 are new to the profession.

## Staff Quality, Recruitment, and Retention Strengths

The teachers that remain at Britain have an understanding of the populations we serve and build strong relationships. All new staff members are assigned a mentor and a coach to receive additional support in content and instruction practices. Significant on-boarding training is provided for new staff. Additionally, the district provides mentoring and coaching as well.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Low recruitment and retention in past 3 years **Root Cause:** Lower stipends for Bilingual teachers in DFW and not enough applicants for Deaf Education.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

HMH is the newly adopted ELAR curriculum for the district/campus. Teachers have the option of using the Everyday Math curriculum. Instructional support team coach teachers during content planning to ensure that teachers prioritize high leverage TEKS and design quality common assessments. Britain Elementary has adopted Guided Reading and Guided Math to address individual student needs. The district/campus continues to use MAP as a universal screener for reading, math, science, and language in K-5. Teachers also use DRA testing to identify reading levels and monitor growth. LLI intervention resources are utilized to close reading gaps for all students. RTI Toolkit resources will be used to identify Tier 3 and provide documented interventions.

## Curriculum, Instruction, and Assessment Strengths

Teachers are collaborating to create common instructional pacing guides to meet the needs of Britain students. Britain has a strong instructional team comprised of an Academic Specialist, Math Interventionist, and Reading interventionist. The team works together to facilitate collaboration time and ensure novice teachers receive additional coaching and support. Teachers feel confident in the results achieved through LLI interventions.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers struggle to navigate and use the new curriculum HMH **Root Cause:** Lack of professional development and misalignment of curriculum

# Parent and Community Engagement

## Parent and Community Engagement Summary

Britain Elementary School is committed to strengthening the relationship between school, parents and community stakeholders. Parents have many opportunities to learn about our campus and ways to support their child's education. Every year, the staff of Britain Elementary host Meet the Teacher Night, Trunk or Treat, Academic Nights, ongoing parent conferences and parent education classes. Counselors and the Parent Liaison provide a constant line of communication and recruitment to parents and community members. There is continuous parent communication via weekly Thursday folder, monthly calendar, and bi-weekly newsletters.

## Parent and Community Engagement Strengths

Parents volunteer in classrooms and give tremendous support to our students and teachers regularly. We also hold academic events every year which help support our students' educational goals. Fathers are encouraged to join our campus through Watch Dogs chapter (Dads of Great Students) and volunteer at school. In addition, St. Mark's Episcopal Church and The Irving Church of Christ are Britain's Partners in Education. The members of both organizations mentor our students, support our teachers and provide much-needed donations for our student body. The members of St. Mark's Episcopal Church have provided venues for staff development and treats for teacher appreciation. The Calvary Church has assisted in celebrations to promote academic progress and improve overall student culture. YMCA and other programs are offered after-school for parents that need daycare support.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low parent involvement in actual committees such as PTA **Root Cause:** Parents are unwilling to commit to an actual committee due to other commitments and time restraints

# School Context and Organization

## School Context and Organization Summary

The instructional day at Britain Elementary is outlined in the master schedule. Intervention times for math and reading are built into instructional blocks.

## School Context and Organization Strengths

The master schedule was created to protect instructional time and embedded intervention time for students and collaboration time for all teachers. The campus organization was intentionally designed to capitalize on strengths and improve ELAR, Math, and Science. The campus consists of a Culture Team that includes administration and counselor assigned by grade level as well as Grade Level Chairs. The campus also has an Instructional Team that includes administrators and interventionists assigned to a specific content area as well as the Academic Specialist over K-2 content and instruction. Protocols for how we operate as a campus were established in advance.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers have novice understanding and are still adapting to new campus protocols due to Covid-19. **Root Cause:** New TEA and CDC guidelines for schools.

# Technology

## Technology Summary

IISD encourages and supports meaningful use of technology and uses Canvas and Seesaw and learning method. Teachers are expected to teach through Zoom for both remote and in-person learners.

## Technology Strengths

The campus has a Digital Learning Coach and Computer Technician (CT). The DLC provides staff development for teachers to help them understand how to integrate technology. The DLC also co-teaches with teachers as another means of supporting seamless technology into instruction. The CT regularly ensures that all technology is in working order. Our DLC is actively involved during our grade level PLC and provides ongoing Professional Development. Google Drive is used for all shared documentation for efficiency.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers learning new software after school year began. **Root Cause:** Not enough professional learning provided prior to the start of school.

# 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
- 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
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## **Employee Data**

- Campus leadership data
- Professional development needs assessment data



# Goals

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

**Performance Objective 1:** Improve academic achievement in reading and math.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** DRA, EDL, STAAR, and local common assessments.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implementation Professional Learning Community practices school-wide (e.g. vision, goals, common formative assessments, data review, interventions, enrichment, and professional development).</p> <p>This strategy will target Domain I Academic Achievement, Domain 2 Academic Growth, and Domain 3 Closing the Gap for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall teacher capacity of content and pedagogy. Improve alignment of lessons to curriculum and STAAR rigor. Increase student achievement and academic growth in reading, math, writing, and science through effective collaboration and use of local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor PD and Collaboration time agendas as well as track overall common assessment results by teachers and groups. Instructional Team will monitor participation and implementation of decisions made in PLCs as well as overall teacher progress. Classroom teachers will monitor individual student results towards mastery of high leverage TEKS.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Data trackers, Student goal sheets, teacher smart goals, campus goals, Professional Learning Communities. - 211 - Title I-A</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p><b>Strategy 2:</b> Provide ongoing differentiated Professional Development to improve overall quality of instruction including alignment to high leverage TEKS, effective use of learning platforms, and response to interventions. This strategy will target Domain I Academic Achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall teacher capacity in Canvas, Seesaw, Nearpod, IXL, Imagine Learning, and Zoom to deliver quality instruction. Increase overall student academic achievement in STAAR or DRA.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and the Instructional Team will monitor implementation of PD through observations of instruction and published lessons.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PLC Resources: All Things PLC Learning by Doing. - 199 - General Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Implement ongoing Data Meetings to review progress towards teacher and student goals. Teachers will also create professional goals using TTESS rubric. This strategy will target all three Domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure student academic growth for all students and close the gaps among special pops.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will keep track of overall teacher results by group as well as growth from initial baseline data.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Researched based PLC protocols - 199 - General Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide ongoing Professional Development on best practice for English Learners. Ensure instruction and assessment decisions are made on an individual student basis using data and monitoring English Learners growth. This strategy will target Domain 2 Closing the Gap.</p> <p><b>Strategy's Expected Result/Impact:</b> All classroom teachers will know the LPAC STAAR decision-making process and effectively implement ESL and Bilingual best practices. Teachers will be better able to assign designated supports and provide targeted instruction to close the achievement gap. Students will be have appropriate instruction, assessments, and designated supports resulting in increased academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC administrator and Dual Language Lead will track teacher progress monitoring of individual ELs.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 5:</b> Ensure alignment of accommodations, IEPs and STAAR goals by progress monitoring all students receiving Special Education Services in math and reading. This strategy will target Domain 3 Closing the Gap for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving special education services will make appropriate progress after each six-weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will track case manager's progress via data meetings. Case Managers will monitor individual student growth after each common assessment and MAP testing.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> NWEA MAP; AWARE - 199 - General Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 6:</b> Track 4th and 5th grade students and provide interventions necessary to meet Progress Goals in Reading and Math based on 2019 STAAR or mock STAAR. This strategy will target Academic Growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement in reading and math and intervene early for any student not making adequate progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Support team, classroom teachers, and case managers will monitor growth or lack of growth after each common comprehensive assessment.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> NWEA MAP; AWARE programs; Getting Better Faster. - 199 - General Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 7:</b> Provide additional tutoring using LLI Kits to ensure all students are on grade level or making progress towards grade level DRA or EDL.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention for students not on grade level for reading for both in-person and remote learners.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and paraprofessionals will keep work samples, sign-in sheets, and monitor individual growth.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 8:</b> Provide teachers with supplies, manipulatives, STAAR resources, reading and math materials as well as software necessary to differentiate and maximize instructional time daily.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing some of these resources teachers will be more efficient and thus increase daily instructional time. Providing some of these resources will also limit the amount of time teachers spend planning and preparing lessons to target specific deficits. Decrease the number of Purposeful Planning days requested during second semester.</p> <p><b>Staff Responsible for Monitoring:</b> Administration will work with teachers to ensure alignment of resources to curriculum. Administration will keep record of all purchases.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 9:</b> Target specific Readiness TEKS in Reading and Math (5th: 5.6F Rdg, 5.4B, 5.4H Math, 5.6B, 5.9B Science) (4th: 4.7C, 4.6F Rdg, Category 2 Readiness, 4.11CD Writing) (3rd: 3.6F, 3.3B Rdg, 3.4A Math) (Pk-2 Rdg: DRA/ED grade level, 2ndMath: 2.4C)</p> <p><b>Strategy's Expected Result/Impact:</b> PK students will be on track to identify letter and sound recognition.  K-3 students will read at expected DRA or EDL levels by grade level.  3-5 students will be able to answer STAAR rigor questions related to inferences, using text evidence, and informational text.  2-5 will be able to solve multi-step word problems using all operations taught in their grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional team members will revisit goal progress in PLCs, Data Meetings, and campus PD.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

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





**Performance Objective 2:** 40% of 3rd Grade students will score at Meets in Reading. 40% of kinder students, 20% of first graders, and 25% of second graders will reach 60th percentile on MAP reading or grade level DRA/EDL.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, DRA/EDL, LLI Kits, Estrellita, Escalera

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Train all teachers on effective use of LLI Kits, Estrellita, and Escalera to ensure progress towards end of year DRA/EDL goal.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of students in each grade will reach their expected DRA/EDL level.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Team will track that all teachers are working towards expectation. Teachers will track that individual students are on track to meet their individual goal.</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Second and Third grade teachers will participate in Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Educate all second and third grade teachers on knowledge and skills necessary to ensure students read on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** Develop teacher capacity so that 80% of teachers reach Proficient on TTESS.

**Evaluation Data Sources:** Informal and formal observations, feedback surveys, MAP, STAAR, DCAs, and common assessment results.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide on-boarding training and differentiated PD for novice teachers (Mustang Academy). Plan will include additional training on and off campus. Topics will include systems, operations, TTESS, and effective use of district and campus resources. This strategy will specifically target recruitment and retention of quality staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit and retain current and new teachers to maximize quality of curriculum and instruction from year to year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and the instructional team will monitor trends, agendas, quality of professional development and training through implementation outcomes, TTESS trends, and feedback surveys.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will have opportunities to attend relevant professional development via online, book study, for Canvas, Nearpod, Seesaw, MTSS, LLI Kits, Escalera, Estrellita, and STAAR resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity, confidence, and retention as well as improve overall quality of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team will approve conferences and monitor implementation via formal and informal observations.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Assign mentors to new teachers and provide time for collaboration during the day and throughout the school year. Teachers will engage in Learning Walks to reflect on their own practices and received feedback from peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall teacher capacity and retention. Staff survey results will be used to measure overall satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional team will approve substitutes for collaboration time as well as plan schedules for Learning Walks.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** Improve overall culture leading to 5% decrease in bullying incidents.

**Evaluation Data Sources:** Student survey results, staff survey results, and referral data.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Implement Positive Behavior Interventions and Systems school-wide. Use of CHAMPS in every classroom with similar visuals for teams. School-wide non-verbal cue cards to reinforce common area expectations. PBIS lessons that are reinforced the first week of every six-weeks. Provide incentives for students weekly and Progress Parties every six-weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> The student culture will improve through clear expectations that are taught, reinforced, and modeled for all students. This will lead to an overall improvement of the school's climate and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor via informal and formal observations and staff surveys. Lesson plans during the first week of each six-weeks.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 2:</b> Provide ongoing professional development on social and emotional learning, including bullying. for all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall awareness of social and emotional needs for students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors will keep copy of the presentations and sign-in sheets.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Improve Social and Emotional learning among all students.

**Evaluation Data Sources:** Observations, Canvas, Seesaw

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide teachers with Social and Emotional Learning training and resources.  <b>Strategy's Expected Result/Impact:</b> Increase awareness of social and emotional learning.  <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> - 199 - General Funds - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



# State Compensatory

## Budget for Britain Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11-6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$25,000.00
		<b>6100 Subtotal:</b>
		<b>\$25,000.00</b>
6300 Supplies and Services		
6499	6399 General Supplies	\$1,796.00
		<b>6300 Subtotal:</b>
		<b>\$1,796.00</b>

## Personnel for Britain Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Terri Scott	Instructional Aide		

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Campus Improvement Leadership team met during the summer to review latest campus state accountability report. We analyzed reviewed latest results and determined strengths and needs to begin brainstorming improvement efforts for Britain Elementary 2019-2020 school year. The team reviewed various data to determine the impact of programs, instruction, and other resources. The team reviewed input on how to increase student performance from parents, school staff, and community members. The team decided on reestablishing volunteers for the 2019-2020 campus-level planning and decision making committee due to members leaving at the end of the last school year, 2018-2019. On October 1, 2019 the Britain Campus Improvement Committee reconvened after receiving district training on CIC roles and responsibilities. During this meeting the team evaluated all data, strengths, needs, and also determined the Campus Improvement Plan. Agenda, artifacts, and sign-in sheet are attached.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

On October 1, 2019, the Campus Improvement Committee (CIC) met to review Campus Needs Assessment and determined the focus for 2019-2020 school year. The committee included the principal, parents, teachers, staff, and unfortunately community member was unable to attend. Campus Improvement Committee: Principal, Ms. Mitrakas (teacher), Ms. Johnson (Deaf Ed Diag), Ms. Dominguez (teacher), Ms. Koch (4th math teacher), Ms. Tsasa

(teacher), Ms. Nunez (parent), Ms. Segundo (PTA) . The committee reviewed campus demographics, staff facts, parent and community involvement, STAAR outcomes, TELPAS outcomes, Climate and Culture, school-wide procedures and also programs. The committee made several recommendations on establishing Professional Learning Community at Britain. This community culture would include weekly collaboration meetings, individual data talks with teachers, regular progress monitoring of all 2-5 grade students, Professional Development on best practices, and Positive Behavior Interventions and Systems for the campus. The committee also made recommendations to continue Parent Education courses on campus and Literacy initiatives after school. Agenda, artifacts, and sign-In sheet are attached.

## **2.2: Regular monitoring and revision**

The Campus Improvement Committee created a cycle of goals that will be reviewed throughout the 2019-2020 school year. The Campus Needs Assessment and Campus Improvement Plan for the 2019-2020 school year was reviewed on 07-30-19 and again on 10-1-19 with appropriate Committee Members to ensure that all the available data that was provided after the spring of 2019 was also reviewed and considered when determining the focus for 2019-2020 school year. Agenda, artifacts, and sign-In sheet are attached.

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

The Campus Improvement Plan orientation and presentation was provided on October 11, 2019 during the morning and an afternoon session was also made available. Parents were notified of the Title I presentation and Parent Compact via a flyer sent home on October 3, 2019 in English and Spanish. The community was reminded via the campus marquee during the first two weeks of October in both English and Spanish. Documents presented in the meeting were also provided in English and Spanish. During this presentation the parents and community were informed of the federal laws, their rights, and campus initiatives for the

2019-2020 school year. The Campus Improvement Plan was also posted on the school's website. Agenda, artifacts, and sign-In sheet are attached.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

On October 11, 2019 the parents were provided with an opportunity to review Parent and Family Engagement Policy. The parents had an opportunity to read in English and Spanish and were provided with a translator for any input or questions. During the session parents did not provide additional input or share any concerns. Parents were then asked to complete a short survey regarding Parent and Family Engagement at Britain including proper advertisement, opportunities for parents to visit and engage on campus, and presentation feedback. Agenda, artifacts, and sign-In sheet are attached.

#### **3.2: Offer flexible number of parent involvement meetings**

The Parent and Family Engagement meetings were held in the Britain Elementary Library on Friday October 11, 2019. Parents and community were provided with an early morning session and a late afternoon session. Both sessions included documents and translation from English to Spanish. Parents were notified of the Title I presentation and Parent Compact via a flyer sent home on October 3, 2019 in English and Spanish. Agenda, artifacts, and sign-in sheets are attached.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Interventionist Specialist		
Gloria Martinez	Parent Liaison		
Julie Hale	Instructional Specialist		
Kristen Mitchell	Interventionist Specialist		

## Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PLC Resources: All Things PLC Learning by Doing.		\$0.00
1	1	3	Researched based PLC protocols		\$0.00
1	1	5	NWEA MAP; AWARE		\$0.00
1	1	6	NWEA MAP; AWARE programs; Getting Better Faster.		\$0.00
1	1	7			\$10,000.00
2	1	1			\$500.00
2	1	2			\$2,000.00
3	1	1			\$500.00
3	2	1			\$500.00
<b>Sub-Total</b>					<b>\$13,500.00</b>
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Data trackers, Student goal sheets, teacher smart goals, campus goals, Professional Learning Communities.		\$0.00
1	1	8			\$3,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
<b>Grand Total</b>					<b>\$16,500.00</b>

# Addendums