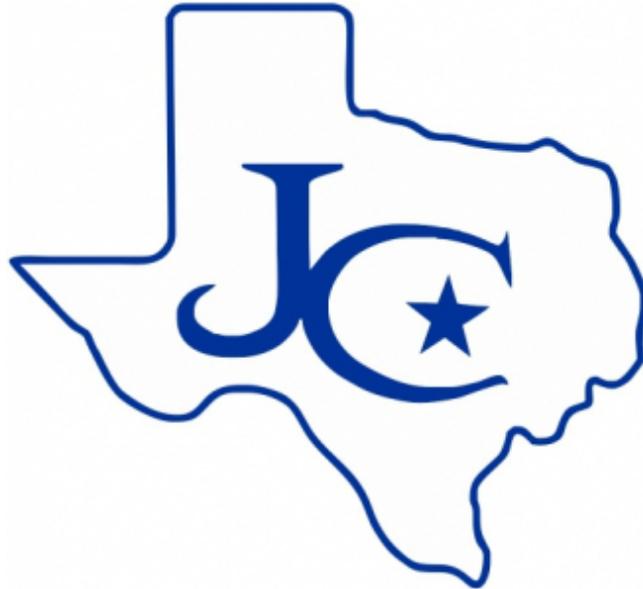


Jarrell Independent School District

Igo Elementary

2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The Igo Elementary School Mission Statement is centered around three key principals 1) Focusing on Relationships 2) Being EPIC (Empowering Future-ready citizens; Providing Opportunities; Inspiring Excellence; Cultivating Innovation) 3) Being Safe, Respectable & Responsible.

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Comprehensive Needs Assessment

Revised/Approved: November 4, 2020

Demographics

Demographics Summary

Current student enrollment numbers as of October 21, 2020:

Pre-K- 55

Kindergarten- 109

First Grade- 122

Second Grade- 116

Third Grade- 107

Fourth Grade- 112

Fifth Grade- 94

715-- Total Student Enrollment as October 21, 2020

Student Demographics- As of October 28, 2020

46% Economically Disadvantaged

58% Hispanic/Latino

25% White

4% Black/African American

4% Multi Racial

0.7% Asian

0.3% Hawaiian/Pacific Islander

0.1% American Indian/ Alaskan Native

Demographics Strengths

The 2019-20 school year was the first year for Igo Elementary School and will house Pre-K through 5th grade students. Due to rapid growth in overall student population in JISD, Igo Elementary School has been built to provide for current students and to accommodate the anticipated explosive future growth of the community. The student population continues to increase by almost 100 students since the end of the previous school year.

Student Learning

Student Learning Summary

STAAR Results from the 2018-19 School Year were from Jarrell Intermediate School (JISD 3rd, 4th and 5th grade campus). This year is the 1st year for Igo Elementary School and the new configuration as a Pre-K through 5th grade campus. Both Igo Elementary School and Jarrell Elementary School received the same rating based from the 18-19 STAAR scores from Jarrell Intermediate School. STAAR Assessments were not completed for the 19-20 School Year due to COVID-19.

	All Students	African American	Hispanic	White
All Subjects				
Percent of Tests				
% at Approaches GL Standard or Above	66%	64%	58%	73%
% at Meets GL Standard or Above	32%	26%	28%	35%
% at Masters GL Standard	16%	8%	13%	19%
Number of Tests				
# at Approaches GL Standard or Above	702	25	289	335
# at Meets GL Standard or Above	344	10	139	162
# at Masters GL Standard	174	3	65	87
Total Tests	1,069	39	502	458
ELA/Reading				
Percent of Tests				
% at Approaches GL Standard or Above	64%	64%	57%	71%
% at Meets GL Standard or Above	30%	7%	25%	34%
% at Masters GL Standard	16%	0%	12%	20%
Number of Tests				
# at Approaches GL Standard or Above	258	9	106	124
# at Meets GL Standard or Above	122	1	47	59
# at Masters GL Standard	65	0	23	35
Total Tests	401	14	186	174
Mathematics				
Percent of Tests				
% at Approaches GL Standard or Above	73%	77%	66%	78%
% at Meets GL Standard or Above	37%	31%	33%	41%
% at Masters GL Standard	22%	15%	20%	22%
Number of Tests				
# at Approaches GL Standard or Above	292	10	123	136
# at Meets GL Standard or Above	149	4	62	72
# at Masters GL Standard	87	2	37	39
Total Tests	400	13	186	175

	All Students	African American	Hispanic	White
Writing				
Percent of Tests				
% at Approaches GL Standard or Above	40%	*	31%	53%
% at Meets GL Standard or Above	13%	*	11%	15%
% at Masters GL Standard	1%	*	0%	0%
Number of Tests				
# at Approaches GL Standard or Above	52	*	20	28
# at Meets GL Standard or Above	17	*	7	8
# at Masters GL Standard	1	*	0	0
Total Tests	130	*	64	53
Science				
Percent of Tests				
% at Approaches GL Standard or Above	72%	75%	61%	84%
% at Meets GL Standard or Above	41%	63%	35%	41%
% at Masters GL Standard	15%	13%	8%	23%
Number of Tests				
# at Approaches GL Standard or Above	100	6	40	47
# at Meets GL Standard or Above	56	5	23	23
# at Masters GL Standard	21	1	5	13
Total Tests	138	8	66	56

Igo Elementary School Students will participate in the following assessments to determine current academic levels and determine academic progress throughout the 2020-2021 school year:

- Monthly I-Station ISIP (English and Spanish) K-5 in Reading and Math- Diagnostic and Progress Monitoring Instrument
- Beginning, Middle and End of Year Diagnostic Reading Assessments K-5
- English/Spanish M-Class (BOY, MOY, EOY) K-2
- Benchmark Testing in Math, RLA, Writing, and Science 3rd, 4th and 5th Grades
- STAAR Assessments for 3rd, 4th, and 5th Grades (Math, RLA, Writing, and Science)
- TELPAS Assessments for identified K-5 students

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary for Igo Elementary School:

All teachers and staff meet the "Highly Qualified" status. We have had some staff turnover from the previous school year. Some of the new staff members are due to new instructional positions being created due to the significant student population growth of the campus and district. In addition, the staff does include people from a variety of races and ethnicity, it would be positive if a more diverse staff was hired to reflect the student population. Staff are continuously seeking quality professional development that directly impacts student achievement, which speaks to their quality. New teachers participate in our "New Teachers Academy" at the beginning of the school year, and with the "New to the Profession Group" hosted by the Teaching and Learning Dept. Igo Elementary School is dedicated to creating a collaborative environment to meet the needs of all students. Increasing teacher leadership/capacity is a goal for the upcoming school year. Professional development opportunities to support exceptional instruction are routinely provided by JISD Teaching and Learning Department/Instructional Coaches. We are always seeking increased opportunities to provide meaningful professional development to instructional staff that directly impacts the achievement of our students.

School Processes & Programs Strengths

Recruitment, and Retention Strengths:

- Core group of teachers dedicated to providing academic, behavioral, social emotional, and parental support for students at Igo Elementary School through participation in weekly RtI Meetings
- 100% Highly Qualified
- Growing diversity
- Focus on EAFK, Restorative Discipline- Safe, Respectful and Responsible, Reader's/Writer's Workshop, Grade Level Data Teams, and increased access to Social Emotional Learning opportunities for students from agencies outside of JISD (Communities in School, Bluebonnet Trails)
- Professional development opportunities to assist with campus initiatives
- Increase staff proficiency in the area of technology.
- Increase diversity represented on staff.
- More opportunities for shared decision making and staff team building activities.
- Professional development opportunities in all core subjects.
- Opportunities for teacher leadership roles.
- Support for new teachers—mentoring team and professional development.
- More time to work in vertical teaming (schedule allowing for grade level planning).
- More training for teachers that may come in after the beginning of the year.
- On-going support for teachers that are new throughout the year.
- Professional Development to assist teachers in learning how to provide early in class interventions for students (Effective Tier 2 Instruction).
- Stability and continued utilization of campus Instructional Coaches.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Igo Elementary School will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 1: All students and disaggregated student groups will demonstrate academic growth and meet or exceed passing standards on state and local assessments.

Evaluation Data Sources: State and Local Assessment Data

<p>Strategy 1: The campus will ensure that programs/services for students requiring Special Education services are based on needs assessment data and follow ARD committee recommendations and IEPs. Students will be served in the Least Restrictive Environment (LRE). Strategy's Expected Result/Impact: Services Provided, IEPs, Master Schedules Staff Responsible for Monitoring: Special Education Director, Campus Case Managers, Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will provide research based programs and strategies, inclusive of an accelerated reading program, for students identified with Dyslexia. Strategy's Expected Result/Impact: State Assessment Data, Progress Measure from State Assessments, I-Station Progress Staff Responsible for Monitoring: Director of Special Programs, Campus Dyslexia Coordinator, Dyslexia Teacher</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: The campus will ensure that GT services are provided, that teachers receive the appropriate amount of professional development, and that the program is evaluated and results are addressed in the district and campus plans. Strategy's Expected Result/Impact: GT Program Description, GT Program Evaluation, Increase in the percentage of students that score Masters Grade Level on STAAR Assessments Staff Responsible for Monitoring: GT Coordinator</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: The campus will provide English Language Learners (ELLs) instruction that includes not only the ELPs, but also supplemental linguistic instruction to support their ability to score "Advanced High" on the TELPAS exam, including SIOP. Strategy's Expected Result/Impact: AMAOs, TELPAS Scores, I-Station Data Staff Responsible for Monitoring: Administration, LPAC Chair Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: The campus will provide extended learning opportunities for student struggling academically including, but not limited to: tutorials and/or summer school. Strategy's Expected Result/Impact: Report Cards, State Assessment Data, I-Station Data Staff Responsible for Monitoring: Administration, Classroom Teachers, Interventionists</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: The campus, in coordination with the district, will utilize a shared service arrangement with Region XIII to provide migrant services to eligible students. Strategy's Expected Result/Impact: SSA Services Received Staff Responsible for Monitoring: District and Campus Administration</p>	Formative Reviews		
	Jan	Mar	June

<p>Strategy 7: Rigorous instruction will be provided to all students with areas of focus in reading, math, writing, social studies and science across all grade levels.</p> <p>Strategy's Expected Result/Impact: Local and State Assessment Data</p> <p>Staff Responsible for Monitoring: Campus Administration, District Academic Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 8: The campus will utilize the Texas Curriculum Management Program Cooperative to align curriculum and become proficient with the TEKS at grade level specificity, while utilizing the TEKS resource guide</p> <p>Strategy's Expected Result/Impact: Approved District and Campus Level Scope and Sequence, Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 9: The campus will utilize IStation, RTI data, and an intervention documentation template to streamline and communicate differentiated student needs.</p> <p>Strategy's Expected Result/Impact: RTI Progress Documentation, I-Station performance graphs</p> <p>Staff Responsible for Monitoring: Administration, Interventionists</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 10: The campus will conduct regular grade level team meetings with teachers and support staff to align curriculum and instructional strategies/interventions to support student instruction</p> <p>Strategy's Expected Result/Impact: Team Meeting Agendas and Sign In Sheets</p> <p>Staff Responsible for Monitoring: Administration, Academic Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 11: Administrators will conduct meetings with any teachers whose tier 1 students have not demonstrated a minimum of four months growth between the beginning of year assessments and the middle of the year assessments.</p> <p>Strategy's Expected Result/Impact: Universal Screener Results, Scheduled Meetings</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 12: Administrators will conduct meetings with any teachers whose tier 2 and tier 3 students have not demonstrated a minimum of six months growth between the beginning of year assessments and middle of year assessments.</p> <p>Strategy's Expected Result/Impact: Universal Screener Results, Scheduled Meetings</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 13: Teachers will evaluate the number of students receiving Tier 2 / Tier 3 intervention instruction and develop an action plan to determine proportional relationships between the instructional tiers</p> <p>Strategy's Expected Result/Impact: RTI Meetings</p> <p>Staff Responsible for Monitoring: RTI Teachers, Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 14: As a means to provide effective strategies that support students who experience difficulty mastering standards set by the state, the campus will conduct a focused data analysis of RTI Tier 1 students and their performance on state and end of year assessments and provide necessary academic interventions to ensure success</p> <p>Strategy's Expected Result/Impact: RTI Meetings</p> <p>Staff Responsible for Monitoring: RTI Teachers, Administration</p>	Formative Reviews		
	Jan	Mar	June

<p>Strategy 15: To provide consistency from campus to campus, JISD staff will share RtI documentation for any students who will be attending the Igo elementary school.</p> <p>Strategy's Expected Result/Impact: IEPs, RTI Documentation</p> <p>Staff Responsible for Monitoring: RTI Team, SPED Director</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 16: To provide students with a solid reading foundation in the area of phonics, IES will utilize HMH Resources for phonics instruction that is provided to students PK-5th grade.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Observations, and increase in student performance on local and state assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 17: Continue the utilization of Estrelitas Curriculum for PK-1st grade Bilingual Students.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Observations</p> <p>Staff Responsible for Monitoring: District Bilingual Coordinator, Administration, Bilingual Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 18: IStation will be used as a diagnostic and a Tier 2 instructional resource for students PK-5th grade in Math and Reading.</p> <p>Strategy's Expected Result/Impact: I-Station Data, Student Performance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Interventionists, Classroom Teachers</p>	Formative Reviews		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Igo Elementary School will empower students to think critically, communicate, create, and collaborate in order to be successful, now and in the future.

Performance Objective 2: The campus will provide a quality education for the future by utilizing quality, effective staff, instructional improvement, academic improvement and will produce graduates with 21st century skills: life-long learners, decision makers, creativity, problem solving and critical thinking skills. The district will meet or exceed state goals for graduation/completion rate.

Evaluation Data Sources: TAPR Report, Postsecondary Readiness Performance Index

<p>Strategy 1: Technology will be integrated into administrative and academic instructional programs to provide students with skills to acquire information, problem solve, and use technology as a communication tool. Strategy's Expected Result/Impact: Technology Purchase Orders, Lesson Plans, Training Records Staff Responsible for Monitoring: Technology Director</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will participate in the district's developed system to reward high academic achievement. Strategy's Expected Result/Impact: Reward Plan Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: Administrators will conduct summative evaluations and conferences with every staff member. Strategy's Expected Result/Impact: Evaluations Staff Responsible for Monitoring: Administrators</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: The campus will host community events such as STAAR nights, family fun night, CTE information nights, science and research fairs, community appreciation nights, and Title Funds meetings. Strategy's Expected Result/Impact: Agendas, Sign In Sheets, Meeting Notes Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: The campus will provide to each parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher and will provide notice to parents if their child has been assigned to or taught by a teacher for four or more consecutive weeks who is not highly qualified. Strategy's Expected Result/Impact: HQ Survey Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: The campus will host at least two academic parent meetings each year; the district will host various community meetings throughout the school year. Strategy's Expected Result/Impact: Parent Sign in Sheets Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 7: The campus will provide communications to parents in a language that parents can understand. Strategy's Expected Result/Impact: Copies of communication distributed to parents and guardians. Staff Responsible for Monitoring: Campus Administrators, Campus Office Staff</p>	Formative Reviews		
	Jan	Mar	June

<p>Strategy 8: The campus will conduct an annual meeting to review and revise the written Parental Involvement Policy and Parent Involvement Compact that are both developed jointly with, agreed upon by, and distributed to, parents of participating students.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Policy Parent Involvement Compact Meeting Notes, Agendas, Sign In Sheets</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 9: Through the use of School Messenger, IES and JISD will increase communication to parents concerning upcoming campus and district events and occurrences.</p> <p>Strategy's Expected Result/Impact: Sent Messages</p> <p>Staff Responsible for Monitoring: District and Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 10: Campus administrators will attend professional conferences to ensure the implementation of instructional best practices and compliance in state and federal regulations, such as, but not limited to: TASA midwinter, TEPSA, and Curriculum Council (live streaming through Region XIII).</p> <p>Strategy's Expected Result/Impact: Certificates of Completion</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 11: The campus will provide professional development training in areas such as, but not limited to: instructional strategies for struggling students, teaching gifted and talented students, math/science/writing strategies, awareness of advanced academic courses at JISD, dual credit offerings, book studies . . .</p> <p>Strategy's Expected Result/Impact: RTI Intervention Lists, Training Certificates, Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 12: The campus will focus professional development regarding instruction within the following areas: Word Walls, Rigor and Relevance, book studies, Exemplar Problem Solving, Readers/Writers Workshop, Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: Training Agendas, Sign In Sheets</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Igo Elementary School will Implement systems to support the social/emotional and mental health challenges of all students.

Performance Objective 1: The district will coordinate with campus administration to ensure safe and well maintained learning environments for the campus that also address the Social Emotional Learning of all students.

Evaluation Data Sources: Student Academic and Behavior Data, Comprehensive list of students receiving counseling services on campus

<p>Strategy 1: The campus will reduce their dropout rate and increase their attendance rates, through academic interventions, parent communication, utilization of community resources, counseling and guidance services to students at risk of dropping out of school.</p> <p>Strategy's Expected Result/Impact: Drop Out Rate, Attendance Rate, Graduation Rate</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will utilize a planning and decision making committee to conduct a comprehensive needs assessment, and annually develop, evaluate and revise the campus improvement plan.</p> <p>Strategy's Expected Result/Impact: District Improvement Plan Comprehensive Needs Assessment</p> <p>Staff Responsible for Monitoring: Administrators, Campus Improvement Team</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: The campus will increase the number of students who participate in advanced academics such as Advanced Placement, Dual Credit, Gifted and Talented and score "Advanced" on their state assessments.</p> <p>Strategy's Expected Result/Impact: Local and State Assessment Data SAT/ACT Prep Courses Completed AP Training for Teachers GT Parent Letters Staff Development</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: The campus will coordinate services for students identified with needs such as homelessness, pregnancy related services or neglect.</p> <p>Strategy's Expected Result/Impact: Services Provided</p> <p>Staff Responsible for Monitoring: Homeless Liaison, Administration, Homebound Teacher</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: The campus will utilize a School Health Advisory Committee (SHAC) to coordinate school health activities and their evaluation as well as methods to ensure that students participate in the schools required physical activities.</p> <p>Strategy's Expected Result/Impact: FitnessGram</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: Each library will have a designated computer for parent use to access school information.</p> <p>Strategy's Expected Result/Impact: Parent Sign In Sheets</p> <p>Staff Responsible for Monitoring: Campus Librarian</p>	Formative Reviews		
	Jan	Mar	June

Strategy 7: Campus will continue the use of the Solid Roots behavior monitoring program for identified students. Strategy's Expected Result/Impact: DBRC data, Shades of Grey data, Reduction of ISS placements Staff Responsible for Monitoring: District Behavior Staff, Campus Administration, Campus Behavior Teacher, Counselor	Formative Reviews		
	Jan	Mar	June
Strategy 8: Conduct "Vehicle Day" to expose students to various local careers that are held by parents of the school and community. Strategy's Expected Result/Impact: Vehicle/Career participation sign in sheets, Flyer Staff Responsible for Monitoring: Campus Administration, Counselor	Formative Reviews		
	Jan	Mar	June
Strategy 9: The campus will participate in the district provided training about sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training. Strategy's Expected Result/Impact: Training Records Staff Responsible for Monitoring: Campus Administration, District and Campus Nursing Staff	Formative Reviews		
	Jan	Mar	June
Strategy 10: Schedule "Career Days" throughout the school year. Parents will be invited to come to their students class to share information about their career. Strategy's Expected Result/Impact: Volunteer Sign In Sheets, Lesson Plans Staff Responsible for Monitoring: Administration, Counselor, Teachers	Formative Reviews		
	Jan	Mar	June
Strategy 11: The campus will conduct Military and Career Awareness Day monthly with an emphasis on "When I Grow Up" day. Strategy's Expected Result/Impact: Lesson Plans, Visitor Sign In Sheets, Flyers Staff Responsible for Monitoring: Administration, Counselor, Teachers	Formative Reviews		
	Jan	Mar	June
Strategy 12: The campus will utilize, as appropriate, the district's DAEP to uphold discipline infraction of the student code of conduct. The DAEP program will be analyzed regarding student groups served, attendance rates, pre- and post- assessment results, drop out rates, graduation rates and recidivism. Strategy's Expected Result/Impact: Students Completion of Coursework and Successful Transition Back to Home Campus Staff Responsible for Monitoring: Campus Administration DAEP Administration	Formative Reviews		
	Jan	Mar	June
Strategy 13: During Kindergarten Graduation, student future aspirations will be shared with the audience as student received Kindergarten Certificate of Completion. Strategy's Expected Result/Impact: Student Rosters with future aspirations attached Staff Responsible for Monitoring: Kindergarten Teachers	Formative Reviews		
	Jan	Mar	June
Strategy 14: The campus will participate in district coordinated methods for addressing needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, drug and violence prevention and intervention. Strategy's Expected Result/Impact: Training Records, Counseling Records Staff Responsible for Monitoring: Campus Administration, Counselors	Formative Reviews		
	Jan	Mar	June
Strategy 15: 2nd Grade to continue to publish student written books "When I Grow Up..." Strategy's Expected Result/Impact: Published Books Staff Responsible for Monitoring: Administration, 2nd Grade Teachers	Formative Reviews		
	Jan	Mar	June

<p>Strategy 16: The campus will uphold the district's freedom from bullying policy and procedures can be found in the school district's board policy FFI (Legal) and FFI (Local). The policy includes requirements for the prevention, identification, response to and reporting of bullying.</p> <p>Strategy's Expected Result/Impact: Bullying Policy and Procedures Posted</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 17: Maintain exemplary relationships with outside entities that provide career and college exploration for students. Entities include but are not limited to: Sun City Rotary of Georgetown, ALGA, Kiwanis Club, Republican Women of Georgetown.</p> <p>Strategy's Expected Result/Impact: Volunteer Sign In Sheets, Student Awards</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Reading Interventionist</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 18: Staff and students will be trained in safety procedures including health issues, crisis management, the student code of conduct. The campus will hold safety drills periodically to practice emergency procedures.</p> <p>Strategy's Expected Result/Impact: Documentation of training and drills.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Igo Elementary School will create a recruiting and retention plan.

Performance Objective 1: 100% of teaching staff will participate in professional development to enhance subject matter knowledge and teaching skills to help students meet challenging state and local achievement standards.

Evaluation Data Sources: Eduphoria Training Records, Sign-In Sheets

<p>Strategy 1: The campus will utilize strategies to attract and retain highly qualified teachers including, but not limited to, media advertisements, recruiting trips to traditional teacher educational institutions, and participation in job fairs when appropriate.</p> <p>Strategy's Expected Result/Impact: Personnel Records</p> <p>Staff Responsible for Monitoring: Human Resource Director, Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: The campus will coordinate with the district to provide and ongoing training and support for new teachers at the district and campus level to ensure a high retention rate.</p> <p>Strategy's Expected Result/Impact: Teacher Retention Rate</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Campus Administration, Academic Instructional Coaches</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: The campus will provide an orientation and training for all substitute teachers.</p> <p>Strategy's Expected Result/Impact: Substitute Training Log</p> <p>Staff Responsible for Monitoring: Human Resources</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: All Jarrell ISD administrators will be T-TESS Certified and will conduct walk-through and evaluations of staff. Constructive feedback from the walks will be provided to teachers to monitor implementation of instructional intervention procedures to ensure educational decisions and schoolwide reform strategies are data driven, and scientifically researched based.</p> <p>Strategy's Expected Result/Impact: T-TESS Data Results</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: The campus will develop a professional library for teacher/paraprofessional use with computers, DVD's books and other online resources available for check out.</p> <p>Strategy's Expected Result/Impact: Circulation Records</p> <p>Staff Responsible for Monitoring: Campus Librarians, Title I Teachers, Interventionists</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: The campus will participate in the district's initiative to provide positive teacher recognition via the newspaper, website and at board meetings.</p> <p>Strategy's Expected Result/Impact: Recognition Certificates</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 7: The campus will utilize a district compensation day plan for teacher attending summer staff development.</p> <p>Strategy's Expected Result/Impact: Completion Certificates of Training</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Igo Elementary School will accurately forecast the growth to allow the management of infrastructure, facilities and technology.

Performance Objective 1: IES Staff will closely monitor the varied needs of students that move into the IES Attendance Zone in order to communicate staffing needs to district personnel to effectively address the multiple needs of all students.

Evaluation Data Sources: Student Programming Needs, Student Enrollment Information

<p>Strategy 1: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will coordinate federal, state, and local programs with Title I A, Title II, Title III, and SCE funds to provide appropriate programs, instruction, and services to all students.</p> <p>Strategy's Expected Result/Impact: Budgets, Program Descriptions</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Based on data from a comprehensive needs assessment, inclusive of teacher input, the campus will provide high quality and ongoing professional development for principals, teachers and paraprofessionals. State, federal (Title I, Title II, Title III), and local funding will be coordinated to provide needed training.</p> <p>Strategy's Expected Result/Impact: Budgets, Professional Development Documentation</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: The campus will monitor students in at-risk situations and fund programs/services designated to supplement the regular education program (including accelerated instruction with SCE funds) for students identified as not achieving at their full potential and who are experiencing difficulty mastering standards set by the state.</p> <p>Strategy's Expected Result/Impact: Student Grades, Benchmark Data, State Assessment Data</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: Campus and teacher websites will be maintained and updated monthly with specific campus/grade level information.</p> <p>Strategy's Expected Result/Impact: Campus Websites</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: The campus will ensure a smooth transition from early childhood programs such as Head Start, Even Start, Pre-Kindergarten, etc. to local elementary schools with activities such as, but not limited to; meet the teacher night, grade level open house nights, and parent teacher conferences during the month of October.</p> <p>Strategy's Expected Result/Impact: Kindergarten Enrollment Data, Sign In Sheets, Title I Parent Compact Completion</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: (Title I Campus with SCE Funds): As allowed by the Financial Accountability System Resource Guide (9.2.14.2), this campus uses SCE funds to support the Title I, Part A schoolwide program. The campus reported a low income enrollment of 40 percent or above on the 2019-2020 NCLB Consolidated Application for Federal Funding.</p> <p>Strategy's Expected Result/Impact: Campus Title I Budget</p> <p>Staff Responsible for Monitoring: Administration Assistant; Director of Special Programs</p>	Formative Reviews		
	Jan	Mar	June

Strategy 7: Teachers and administrators will carefully monitor student attendance and parents will be notified of absences; attendance will be emphasized at all campuses Strategy's Expected Result/Impact: Daily Attendance Staff Responsible for Monitoring: Campus Administration; Registrar/Attendance Clerk	Formative Reviews		
	Jan	Mar	June
Strategy 8: With the use of curriculum alignment (at the Instructional Focus Document level) and data disaggregation techniques, teachers will be included in decisions regarding the use, selection and development of assessments to guide instruction. The district will develop a schedule for benchmark testing to determine student progress and the campus will follow the schedule. Strategy's Expected Result/Impact: Lesson Plans, Benchmarks, RTI Universal Screening Results, State Assessment results Staff Responsible for Monitoring: Administration	Formative Reviews		
	Jan	Mar	June
Strategy 9: The campus will participate in the district school improvement, administrator and leadership meetings with collaboration time built in/ and set up procedures for principals to share information from meetings with their staff (email, agenda items). Strategy's Expected Result/Impact: Training Agenda, Calendars Staff Responsible for Monitoring: Superintendent	Formative Reviews		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Igo Elementary School stakeholders will build a community that is Safe, Respectful and Responsible (SR2).

Performance Objective 1: Igo Elementary School will create a campus culture that focuses on being Safe, Respectful, and Responsible (SR2) that enhances student learning environments and experience.

Evaluation Data Sources: Student referral data, improved student academic performance, student recognition opportunities.

<p>Strategy 1: With the financial support from the Georgetown Rotary Club, continue the incorporation of the Early Act First Knight curriculum and awards ceremonies that recognize students for predetermined character traits.</p> <p>Strategy's Expected Result/Impact: EAFK Awards Ceremonies, Student Recognition Awards.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Implement campus-wide "Kindness" campaign that identifies students that are kind to others</p> <p>Strategy's Expected Result/Impact: Caught being kind recognition board, Identified student names and act of kindness read on announcements,</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, "Kindness Committee"</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 3: IES students will use PBS (positive behavior support to make classrooms safe and productive.</p> <p>Strategy's Expected Result/Impact: Student Referral Documentation</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 4: The campus will participate in the district's central calendar with events and will also post district policies and procedures to the JISD website.</p> <p>Strategy's Expected Result/Impact: Calendar, Website, School Messenger Messages</p> <p>Staff Responsible for Monitoring: Campus Administrators, Human Resources and Public Relations Office</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 5: Campus staff will implement and follow Ground Works expectations for all common areas of the campus.</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals received from common areas of the campus. Reduction of student injuries on campus playgrounds.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, District and Campus Behavior Staff</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 6: The campus will provide parent education on the importance of updated contact information at open house and registration, and will make sure all parents know about online access to programs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Office Staff</p>	Formative Reviews		
	Jan	Mar	June

<p>Strategy 7: IES staff will develop and use annual parent, staff, and student surveys to solicit feedback for input towards campus/district improvement planning.</p> <p>Strategy's Expected Result/Impact: Enhanced CIP, TIP, CNA</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 8: IES will research and implement the WATCH DOG DADS program to increase parental involvement of students' fathers on campus.</p> <p>Strategy's Expected Result/Impact: Sign In Sheets, Volunteer Schedule Documents, Photos of volunteers with students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus/Parent Representative</p>	Formative Reviews		
	Jan	Mar	June
<p>Strategy 9: All IES Staff will participate in "Hacking School Discipline" book study to enhance student behavior by using restorative discipline strategies.</p> <p>Book study to begin in February of 2020</p> <p>Strategy's Expected Result/Impact: Increased understanding of restorative disciplinary practices among staff members.</p> <p>Staff Responsible for Monitoring: District Behavior Specialist, Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Jack Wilson	Campus Principal
Administrator	Isabel McLemore	Assistant Principal
Classroom Teacher	Aime Trujillo	Teacher/Bilingual Representative
Classroom Teacher	Jamie Golla	Teacher
District-level Professional	Susan Jurk	Instructional Coach
Non-classroom Professional	Bridget Jarrett	Librarian
Non-classroom Professional	Olivia Powell	Music Teacher
Parent	Lydia Stokes	Parent
Parent	Stephanie Arnold	Parent
Business Representative	Ross Green	Business Representative
Non-classroom Professional	Cynthia Wallace	Math Interventionist
Non-classroom Professional	Zorka Stevens	SPED Representative
Classroom Teacher	Jocelyn Zajicek	Teacher
Classroom Teacher	Michelle Minze	Teacher
Classroom Teacher	Lisa Reed	Teacher