

**Irving Independent School District
Lady Bird Johnson Middle School
2022-2023 Campus Improvement Plan**



Mission Statement

Our mission is to empower eagles today to excel tomorrow.

Vision

Empowering eagles to become the best versions of themselves.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lady Bird Johnson Middle Schools continues to be a very diverse campus.

2021-2022 Student Data:

Total Student Count 921 (6th-285; 7th-316; 8th-320)

Gender Breakdown 453 Females 468 Males

Ethnicity Breakdown

Hispanic 69%

African American 18%

White 7%

Asian 2%

American Indian 1%

Two or More Races 1%

Other Campus Demographics

Special Education - 9% (90 students)

Gifted/Talented - 18% (168 students)

Emergent Bilinguals - 46% (428 students)

Economically Disadvantaged - 86.5% (797 students)

At Risk - 65% (597 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 events that celebrate the rich diversity represented on campus. Johnson Middle School is committed to increasing parent and community involvement to support the academic and social development of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our current EL/EB population students only had a 46% passing rate on all STAAR exams in 2022. **Root Cause:** Educators were not proficient in their ability to differentiate instruction to meet the varying abilities of their students.

Student Learning

Student Learning Summary

The data below shows the STAAR student achievement data from the 2021-2022 school year.

	Approaches Grade Level %	Meets Grade Level %	Master Grade Level %
Math 6	58	15	2
Math 7	52	17	6
Math 8	43	18	6
Reading 6	48	19	7
Reading 7	69	44	27
Reading 8	18	31	18
Science 8	60	32	14
Social Studies 8	38	13	5
Algebra 1 EOC	94	72	44
English 1 EOC	94	80	24
Biology EOC	97	82	30

Student Learning Strengths

Based on the 21-22 data, there was great success in the 7 ELAR and EOC tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on our domain 3 academic achievement STAAR data we did not earn any target in Mathematics. **Root Cause:** Due to the pandemic, we were not able to effectively deliver instruction and intervention need to produce successful results.

School Processes & Programs

School Processes & Programs Summary

Through PLC and Department level meetings we focus on mastery statements and backwards design.

We will focus on the SEL process through which children and adults understand and manage emotions and make responsible decisions. SEL is supported across multiple contexts to increase self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

School Processes & Programs 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 MTSS, Capturing Kids Hearts, and, PBIS system. We have several on campus mentoring programs as well.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus professional learning communities (PLC's) were not implemented with fidelity and aligned vertically. **Root Cause:** Campus administrators and leadership team members did not appropriately train staff members.

Perceptions

Perceptions 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.

Perceptions Strengths

JMS maintained a very high retention rate entering the 2022-2023 school year and celebrated a number of staff promotions to various positions within Irving ISD. The reduction in the number of new-to-campus teachers has assisted in the continued development of a consistent campus culture that is focused on student learning and staff collaboration

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2021-22 campus discipline data indicates there are not consistent procedures in place to handle **Root Cause:** There was not a clear and consistent campus behavioral management system in place for teacher and students.

Priority Problem Statements

Problem Statement 1: Our current EL/EB population students only had a 46% passing rate on all STAAR exams in 2022.

Root Cause 1: Educators were not proficient in their ability to differentiate instruction to meet the varying abilities of their students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on our domain 3 academic achievement STAAR data we did not earn any target in Mathematics.

Root Cause 2: Due to the pandemic, we were not able to effectively deliver instruction and intervention need to produce successful results.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus professional learning communities (PLC's) were not implemented with fidelity and aligned vertically.

Root Cause 3: Campus administrators and leadership team members did not appropriately train staff members.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 2021-22 campus discipline data indicates there are not consistent procedures in place to handle

Root Cause 4: There was not a clear and consistent campus behavioral management system in place for teacher and students.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

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, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 49% by 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44.3%% to 50% by May 2023.

High Priority

Evaluation Data Sources: MAP assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Johnson Middle School will implement quality questioning strategies focused on structured academic conversations across all content areas in order to improve student growth in Reading.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Johnson Middle School will implement AVID (WICOR) strategies across all content areas.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of WICOR strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all ELAR classes either through strategic, in-class, differentiated instruction or specifically designed Reading Tier 3 Interventions conducted during the school day as part of SOAR intervention time (HB 4545).</p> <p>Strategy's Expected Result/Impact: MOY MAP Reading testing will demonstrate students are on target to meet the MAP goals of 50% of students meeting or exceeding projected MAP growth.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 49% by 2024.



Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 36% to 40% by May 2023.

**Increase the percentage of Emergent Bilingual students from 26% to 30% by May 2023.

High Priority

Evaluation Data Sources: STAAR Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Johnson Middle School will implement quality questioning strategies focused on structured academic conversations across all content areas in order to improve student growth in Reading.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Johnson Middle School will provide extension opportunities within the school day and outside the school day in all ELAR classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during SOAR intervention time (HB 4545).</p> <p>Strategy's Expected Result/Impact: MOY MAP Reading testing will demonstrate students are on target to meet the STAAR meets or higher goal of 50% based on the Projected Proficiency Report.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify





Discontinue









Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 44.6% to 50% by May 2023.

High Priority

Evaluation Data Sources: MAP Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Math classes in order to improve student growth in Mathematics.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Johnson Middle School will implement AVID (WICOR) strategies across all content areas.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of WICOR strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all Math classes either through strategic, in-class, differentiated instruction or specifically designed Math Tier 3 Interventions conducted during the school day as part of SOAR intervention time (HB 4545).</p> <p>Strategy's Expected Result/Impact: MOY MAP testing will demonstrate students are on target to meet the MAP Math goals of 50% of students meeting or exceeding projected MAP growth.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.







Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 26.0% to 30% by May 2023.

**Increase the percentage of Emergent Bilingual students from 19% to 40% by May 2023.

High Priority

Evaluation Data Sources: STAAR Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Math classes in order to improve student growth in Mathematics.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 2 Details	Reviews			
<p>Strategy 2: Johnson Middle School will provide extension opportunities within the school day and outside the school day in all Math classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during PEAK or SOAR intervention time (HB 4545).</p> <p>Strategy's Expected Result/Impact: MOY Math MAP testing will demonstrate students are on target to meet the STAAR meets or higher goal of 30% based on the Projected Proficiency Report.</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase the percentage of students who score at MEETS or above in Algebra 1 from 72% to 75% by May 2023.

****Increase the percentage of Emergent Bilinguals students from 12 %to 17% by May 2023.**







Evaluation Data Sources: STAAR Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Algebra 1 classes in order to improve students Meeting or Exceeding grade-level on the 2023 STAAR Algebra 1 End of Course exam.</p> <p>Strategy's Expected Result/Impact: Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs PLC Team Leads Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase school communication with parents and increase the number of parents/guardians attending parent meetings in order to obtain recognition for JMS' Parent Center.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Host parent training classes monthly in the parent center. Strategy's Expected Result/Impact: Increased in parent knowledge in the innerworkings of the campus. Staff Responsible for Monitoring: Parent Liaison Title I: 4.1, 4.2	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all ELAR classes either through strategic, in-class, differentiated instruction or specifically designed Reading Tier 3 Interventions conducted during the school day as part of SOAR intervention time (HB 4545).
1	2	1	Johnson Middle School will implement quality questioning strategies focused on structured academic conversations across all content areas in order to improve student growth in Reading.
1	2	2	Johnson Middle School will provide extension opportunities within the school day and outside the school day in all ELAR classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during SOAR intervention time (HB 4545).
2	2	2	Johnson Middle School will provide extension opportunities within the school day and outside the school day in all Math classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during PEAK or SOAR intervention time (HB 4545).

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all ELAR classes either through strategic, in-class, differentiated instruction or specifically designed Reading Tier 3 Interventions conducted during the school day as part of SOAR intervention time (HB 4545).

State Compensatory

Budget for Lady Bird Johnson Middle School

Total SCE Funds: \$14,225.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our SCE funds are used to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Needs assessment is embedded into CIP

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP was developed in conjunction with the CIP committee.

2.2: Regular monitoring and revision

CIP is updated as need and is discussed with with CIP committee.

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

CIP and other documents are in a format and language that parents and community members are able to understand.

2.4: Opportunities for all children to meet State standards

CIP addresses students meeting grade level expectations.

2.5: Increased learning time and well-rounded education

The JMS master schedule was built to increase learning time and for students to receive a well-rounded education.

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

The campus CIP addresses the needs of all students, particularly at-risk.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The CIP is evaluated annually.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

For the 22-23 school year there will be a focus on the emergent bilingual student group.

Title I Personnel

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

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Trent Nickerson	
Classroom Teacher	Christi LaTurner	
Classroom Teacher	Carol Lacy-Jackson	
Classroom Teacher	Alyssa Wilkins	
District-level Professional	Christina Wiseman Stricklin	
Parent	Gioconda Tardecilla	
Community Representative	Kalita Rose	
Paraprofessional	Rhonda Wagoner	

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
1	2	1	Supplemental Instructional Materials		\$0.00
1	2	2	Supplemental Instructional Materials		\$0.00
2	1	1	Supplemental Instructional Materials		\$0.00
2	1	3	Supplemental Instructional Materials		\$0.00
2	2	1	Supplemental Instructional Materials		\$0.00
2	2	2	Supplemental Instructional Materials		\$0.00
Sub-Total					\$0.00