

**Irving Independent School District**  
**Barton Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

At Barton Elementary School, we are committed to inspiring and preparing students to be lifelong learners, problem-solvers, and leaders through a collaborative, inclusive environment that values creativity and innovation.

## Vision

All students will achieve their full potential by becoming critical thinkers, problem solvers, and creative innovators to shape and lead their future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Barton Elementary, we embrace people from diverse backgrounds with open hearts. We cherish our diverse community through special events, striving to foster a supportive and successful atmosphere for everyone. We warmly invite parents and the community to join us on this journey.

Here's some information about our school: 91% of our students are Hispanic, and 73% are emergent bilingual. Additionally, 15% of our students are newcomers to the country. Our teachers have an average of 8.6 years of experience, slightly lower than the district's average of 9.3 years. Principals at our school have an average of 1 year of experience compared to the district's 4.4 years, and our assistant principals have an average of 1 year of experience compared to the district's 4.7 years.

Regarding recent changes, the data indicates that the Hispanic student population has increased by approximately 10% compared to the previous school year, while the number of new students to the country has decreased by 2% from the previous year.

### Demographics Strengths

- Our campus created a LIFE unit for K-2nd grade, increasing the number of students/ populations we can serve.
- Out attendance for the Asian and Black/African American populations has increased by over 2%.
- Overall attendance in grades PK, 2nd, 4th, and 5th has increased.
- Most of our classroom teachers are fully certified in their content areas.
- GT services are provided to all GT students, which account for 13.26%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of mobile students on our campus increased from 69 to 90 from last school year to this school year.

**Problem Statement 2 (Prioritized):** Our attendance goal for Barton is 2022-2023 school year was 93.90% , and our campus was able to reach 92.58%. **Root Cause:** Communication with parents concerning attendance expectation was inconsistent.

**Problem Statement 3:** GT population for Barton decreased.

**Problem Statement 4:** Special Education population increased by 1.92%

**Problem Statement 5:** The number of student to teacher overall ratio in 5th grade has increased. The average 23.4 students per teacher.

**Problem Statement 6 (Prioritized):** For our economically disadvantaged students at Barton Elementary, referrals from 2021-2022 increased by 104% in the following categories: violence, and bullying. **Root Cause:** There was no ongoing support or consistency with training from SEL and CKH.

# Student Learning

## Student Learning Summary

2021-2022 Academic Achievement in Reading: Closing the Gaps

Subgroups:

-EL current and monitored: Target 29%, current 25%, Missed by 4%

-Economically Disadvantaged: Target 33%, current 27%, Missed by 6%

-Hispanic: Target 37%, current 27%, Missed by 10%

STUDENT ACHIEVEMENT DOMAIN 1 2021-2022			
	Approaches	Meets	Masters
ALL 3rd-5th ELAR 2022	56	29	12
ALL 3rd-5th MATH 2022	50	19	6
ALL 5th SCIENCE 2022	29	5	1
TOTAL 2022	45	18	6

Below are the projections for the school year 2022-2023:

### Math STAAR Projections

3rd: 55.2% DNM / 33.3% A / 9.4% Meets / 2.1% M

4th: 55.6% DNM / 34.7% A / 8.1% Meets / 1.6% M

5th: 49.5% DNM / 33.9% A / 11 % Meets / 5.5% M

### Reading STAAR Projections

3rd: 53.1% DNM / 24% A / 13.5% Meets / 9.4% M

4th: 56.5% DNM / 30.6% A / 8.9% Meets / 4.0% M

5th: 52.4% DNM / 26.2% A / 13.6 Meets / 7.8% M

- SPED students are not meeting passing state standards.
- Fifth-grade Science is an area of focus that shows need of improvement.

## Student Learning Strengths

- According to our Reading mClass data, Kindergarten increased the number of students performing at- or above- grade-level expectations by 18.4.

- According to our Reading mClass data, second grade increased the number of students performing at- or above- grade-level expectations by 17.5
- According to our Math MAP data, Kindergarten increased the number of students performing at- or above- grade-level expectations by 14.1.
- According to our district-created benchmarks, from Cycle to Cycle 2, there was a 1% increase in students scoring at Meets and a 4% increase in students scoring at Masters from 3rd through 5th grade.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9.

**Problem Statement 2:** According to our Reading mClass data, first grade decreased the number of students performing at- or above- grade-level expectations by 15.6.

**Problem Statement 3:** Science continues to be an area of focus. From Cycle 1 to Cycle 2, there was a 13% decrease in students who scored in Meets and a 7% decrease in students who scored in Masters.

**Problem Statement 4 (Prioritized):** Math scores are also decreasing. From Cycle 1 to Cycle 2, there was an 8% decrease in students who scored in Meets and a 4% decrease in students who scored in Masters.

**Problem Statement 5 (Prioritized):** Though 3rd through 5th grade students are showing growth in Reading, the student achievement goals set based on district assessments are still not being met.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional Team:

- Instructional Team and Team Leads lead the PLCs for all grade-levels.
- One interventionist focuses on K-2 Reading and Math, another interventionist focuses 3-5 Reading, and the third focuses on 3-5 Math.

### Curricular:

- The master schedule allows for tier 2 and 3 instruction for all grade-levels.

### Organizational:

- We have several committees for our teachers to be a part of, including Sunshine, Community Involvement, and PBIS/ Student Culture.

## School Processes & Programs Strengths

- We have intentionally offered growth and leadership opportunities to our teachers, such as: Team Lead, Committee Leader, extra-curricular programs, summer conferences for PLC and ESF, and more.
- Teachers are producing higher-quality lesson plan cycles from the PD they have received on pacing calendars, learning objectives, unpacking standards, know/show charts, exit tickets, exemplars, and aggressive monitoring.
- We have significantly increased our student programs, including Girls on the Run, Soccer Club, Green Team, Safety Patrol, Junior Honor Society, Destination Imagination, Pro-Dads, Math/Science Night, and Literacy Night.
- Our Digital Learning Coach (DLC) visits students in their classrooms every two weeks to provide enrichment activities related to technology.
- We have significantly increased our parent support programs, such as: weekend food bags, coat drives, vaccination clinics, ESL classes, computer classes, and donating diapers to families in need.
- Teachers were trained with Capturing Kids' Hearts (CKH), and we have seen this be very useful across our campus.
- We have a school-wide PBIS system in place for common areas (cafeteria, hallway, recess, and bathrooms), as well as CHAMPS being utilized in classrooms that has had a great impact on our school culture.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have had difficulty with the consistency of our paraprofessional schedules. Our paraprofessionals are supposed to assist the classroom teachers in providing tier 3 intervention, but are often pulled out to cover classes or handle other responsibilities.

**Problem Statement 2 (Prioritized):** A focus for the administration team is to better balancing campus operations and academics.

**Problem Statement 3 (Prioritized):** Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected.



**Problem Statement 4 (Prioritized):** Students that classify as tier 3 in reading make up 13% of our students (sped not included in this number) **Root Cause:** Our PLC agenda needs to include more time for intervention planning.

**Problem Statement 5:** Only 1 of our 8 instructional paras are returning. **Root Cause:** We need to provide more support for subs.

# Perceptions

## Perceptions Summary

- We provide surveys, calls, face-to-face conversations, school events, and parent-center workshops/ classes.
- We have increased parent participation this year by 2.3%.
- The community views us as a campus that closely monitors the students' safety and well-being.
- Our campus is clean, consistent, and enforces fair disciplinary policies paired with students' needs.
- Students have described our school as "safe" and "helpful" in helping them reach their academic goals and helping them with their social-emotional learning.

## Perceptions Strengths

- We have increased parent participation this year by 2.7%.
- We have strong relationships with Irving Cares, Agape Church, and La Libre Institute.
- The community views us as a campus that closely monitors the students' safety and well-being.
- Our campus is clean, consistent, and enforces fair disciplinary policies paired with students' needs.
- We offer the following classes to parents to increase parental involvement and engagement: ESL classes, technology classes, nutrition classes, SEL workshops, and allow them to volunteer at school events (Math/Science Night, Open House, Literacy Night, etc.)
- Behavior issues have decreased substantially this year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement. **Root Cause:** There is an inconsistent pattern of communication and expectations from staff members to parents.

**Problem Statement 2 (Prioritized):** Our campus currently lacks a PTO committee for our parents and teachers to be a part of. **Root Cause:** There needs to be a formal implementation of the PTO program by staff and parents at the beginning of the year. There should be flyers at Open House. Staff members should be expected to follow up with parents. There should be concrete details (dates, duties, etc.) provided to parents from the first introduction of PTO.

# Priority Problem Statements

**Problem Statement 1:** Our attendance goal for Barton is 2022-2023 school year was 93.90% , and our campus was able to reach 92.58%.

**Root Cause 1:** Communication with parents concerning attendance expectation was inconsistent.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Math scores are also decreasing. From Cycle 1 to Cycle 2, there was an 8% decrease in students who scored in Meets and a 4% decrease in students who scored in Masters.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Though 3rd through 5th grade students are showing growth in Reading, the student achievement goals set based on district assessments are still not being met.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** A focus for the administration team is to better balancing campus operations and academics.

**Root Cause 5:**

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected.

**Root Cause 6:**

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement.

**Root Cause 7:** There is an inconsistent pattern of communication and expectations from staff members to parents.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Our campus currently lacks a PTO committee for our parents and teachers to be a part of.

**Root Cause 8:** There needs to be a formal implementation of the PTO program by staff and parents at the beginning of the year. There should be flyers at Open House. Staff members should be expected to follow up with parents. There should be concrete details (dates, duties, etc.) provided to parents from the first introduction of PTO.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** For our economically disadvantaged students at Barton Elementary, referrals from 2021-2022 increased by 104% in the following categories: violence, and bullying.

**Root Cause 9:** There was no ongoing support or consistency with training from SEL and CKH.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Students that classify as tier 3 in reading make up 13% of our students (sped not included in this number)

**Root Cause 10:** Our PLC agenda needs to include more time for intervention planning.

**Problem Statement 10 Areas:** School Processes & Programs





# Goals

Revised/Approved: October 20, 2023

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

**Performance Objective 1:** Increase the percentage of PK students Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2024. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)





**Evaluation Data Sources:** Circle Test Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct small group instruction with students daily using a pre-emergent/emergent reading model.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase English/Spanish proficiency by practicing their reading skills daily in guided reading groups with the teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, Administration, teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Increase the percentage of PK students Proficient in Phonological Awareness in the Circle assessment (English/Spanish combined) to 90% by May 2024.





**Evaluation Data Sources:** Circle Test Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> PK teachers, paraprofessionals, and CIRCLE assessment lead.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will follow the district's state-standard-aligned Pre-K curriculum for Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> PK Teachers, academic specialists, administrators, and teachers.</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
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**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 3:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 41% to 50% by May 2024. Increase the percentage of special education students scoring at MEETS or above on STAAR Reading from 0% to 5% by May 2024.

**Evaluation Data Sources:** MAP Data and DCA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize MAP data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality for every student in their class.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, and inclusion paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize CORE Phonics Survey data to target phonics skills using de-codable text and alphabet knowledge routine to support students' foundational reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 4:** Increase the percentage of 3rd - 5th-grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 44% to 60% by May 2024.

Increase the percentage of African American students from 33% to 60% by May 2024.

**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily.  <b>Strategy's Expected Result/Impact:</b> Increase in reading fluency and comprehension.  <b>Staff Responsible for Monitoring:</b> academic specialist, interventionist, administration, teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Funding Sources:</b> Reading Materials and Tutoring - 211 - Title I-A - \$10,000, Interventionist and General Aide - - 211 - Title I-A - \$86,000</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily.  <b>Strategy's Expected Result/Impact:</b> Increased reading levels and comprehension, increased MAP scores  <b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, admin, teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use CORE Phonics Survey data to target phonics skills using de-codable texts and alphabet knowledge routines to support students' foundational reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 5:** Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 43% to 53% by May 2024.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 77% to 87% by May 2024.

**Evaluation Data Sources:** mClass Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Academic specialist, interventionist, administration, teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
<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 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 6:**

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 46% to 56% by May 2024.





**Evaluation Data Sources:** MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct math groups with each student at least three times weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math MAP scores and increased Math growth, increased scores on District Common Assessments and math performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Materials and Tutoring - 211 - 211 - Title I-A - \$10,000, Interventionist and General Aide - 211 - Title I-A - \$86,000</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the math universal screener data to intervene for Tier 3 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase math MAP scores and increase Math growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 7:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 24% to 34% by May 2024. Increase the percentage of special education students from 6% to 16% by May 2024.

**Evaluation Data Sources:** DCA Data and MAP STAAR Projection Summary

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessment data, District Common Assessments, 2023 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP STAAR Projection Summary data should show that a larger percentage of students are set to meet.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, academic specialists, paraprofessionals, and classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 8:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 56% to 66% by May 2024.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the math universal screener data to intervene for Tier 3 students.  <b>Strategy's Expected Result/Impact:</b> Increase math MAP scores and increase math growth.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will conduct math groups with each student at least three times a week.  <b>Strategy's Expected Result/Impact:</b> Increase math MAP scores and increase Math MAP growth.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, specialists</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> Math Materials and Tutoring - 211 - Title I-A - \$10,000, Interventionist and General Aide - 211 - Title I-A - \$86,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** The campus's parent and family engagement coordinator will increase parent involvement in volunteers by 10%.





**Evaluation Data Sources:** Volunteer Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent liaison will offer parent classes to our parents based on their needs and interests.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive the support needed to ensure their child is successful and stronger partnership between parents and faculty will be created</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Parent Liaison - 211 - Title I-A - \$29,453</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

**Performance Objective 1:** Barton's Guiding Coalition, composed by team leads, interventionists, academic specialists, and administrators, will participate in the interview process and increase teacher retention by 10%.





**Evaluation Data Sources:** Yearly teacher retention data, Teacher culture/climate calendar and survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leadership will attend recruiting events to promote Barton Elementary and find qualified teachers.  <b>Strategy's Expected Result/Impact:</b> Hire high-quality, qualified teachers.  <b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	July
<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 3:** In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

**Performance Objective 2:** Barton will provide a new teacher mentor program to support and retain new teachers.

**Evaluation Data Sources:** Teacher retention of new teachers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategically assign mentors to best support new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Build new teacher capacity and build community between current staff and new teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists and administrators.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# State Compensatory

## Budget for Barton Elementary School

**Total SCE Funds:** \$47,325.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Through SCE funds, we can hire an aide who can support students in the classroom and provide out-of-school tutoring to students who are not performing at grade level.

## Personnel for Barton Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Victoria Velasquez	Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Mayhew	Intervention Specialist		1
Claudia Coeto	Intervention Specialist		1
Lydia Riera-Endicott	Parent Liaison		1
Mildred Luna Pelatti	Title I General Aide		1

# Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Reading Materials and Tutoring		\$10,000.00
1	4	1	Interventionist and General Aide -		\$86,000.00
1	6	1	Math Materials and Tutoring - 211		\$10,000.00
1	6	1	Interventionist and General Aide		\$86,000.00
1	8	2	Interventionist and General Aide		\$86,000.00
1	8	2	Math Materials and Tutoring		\$10,000.00
2	1	1	Parent Liaison		\$29,453.00
<b>Sub-Total</b>					<b>\$317,453.00</b>