

# Irving Independent School District

## Gilbert Elementary School

### 2023-2024 Campus Improvement Plan



# Mission Statement

At Gilbert Elementary, all students can, must, and will learn at high levels.

## Vision

Gilbert Elementary will be a top-rated school with 100% of students finding their passion to be college- and/or career-ready.

## Value Statement

We commit to:

- Selecting, unwrapping, and ensuring that all students learn our essential standards
- Collecting actionable data to fully understand students' academic and social-emotional needs
- Using student data to reteach and enrich
- Building relationships with all students, staff and parents
- Working collaboratively as a team and moving from a "my" to "our" students mentality
- Modeling resilience and growth mindset in the classroom to enhance students' social-emotional skills
- Providing parents with the resources, strategies and information to help students succeed.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Gilbert Elementary is located at the southeast side of Irving, TX, and about 45% of students are bused from apartment complexes outside of our proximity. Gilbert offers a one-way dual program for PK4-4 and an early exit for grade 5. We also offer ESL content based for parents who choose this option for grades PK4-5. Our school was built in 1996, and we are an open enrollment elementary campus. We finished the 2022-2023 school-year with 725 students, and we are projected to have 729 students for the 23-24 school-year. However, the previous year we were projected to have 708 students for the 2022-2023 school-year, and our enrollment ended up having 2.4% more students than we were projected to have. Our attendance rate for 2022- 2023 is 95%, which was the highest in the district and was an increase from last year's attendance 93.76% percentage. Our mobility rate for 2022-2023 was 16.72%, which is a decrease from the 2021-2022 school year. In spite of the decrease, our mobility rate for 22-23 school-year is still higher than it was in 2020-2021.

### Demographics Strengths

1. This 2022-2023 school-year we have experienced a slight increase in our enrollment. We finished the 2021-2022 school-year with 725 students, and we were projected to have 708 students for the 22-23 school-year. However, as of the beginning of September, we have 732 students, which means that we have about a 3% increase in enrollment compared to last year's projection.
2. The special programs align with the philosophy and beliefs of our staff because those responsible for providing these enrichment opportunities often do it with little or no compensation mainly because they believe that students will greatly benefit from these experiences.
3. In 2022-2023 our behavior referrals have decreased to 20. In 21-22 the number of referrals was mainly due to the fact we had to we had to retrain our students on the routines, procedures and expectations required to attend in-person classes.
4. Our mobility rate for this year is 16.72%, which is a decrease from the 2021-2022 school year.
5. Our attendance rate for 2022- 2023 is 95% which increased from last year.
6. 95% of our teachers are fully certified. About 72% of them had 6 or more years of teaching experience. Our new teachers, 0-1 years of experience, increased from 6% to 8%. 26% of our teachers have a masters degree. 83% of our staff are females and 17% are males. All our EB students are being serviced by either a fully certified Bilingual or ESL teacher. Likewise, all GT students are serviced by teachers who have completed their 30 GT hours. We will pilot team teaching from KG-1st and continue to team-teach 2nd-5th grade based on teachers' strengths and content area.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Although we have increased from 94% to 95%, we are still short of reaching the 97% pre-pandemic attendance rate. **Root Cause:** Students with chronic absenteeism are not being consistently referred through our MTSS process.

**Problem Statement 2 (Prioritized):** The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. **Root Cause:** This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.

**Problem Statement 3:** Our Sped sub-population has increased considerably, about 4 percentage points, from 9.5% to 13.69% which makes it challenging to provide necessary services/resources. **Root Cause:** A more efficient system of campus scheduling and allocation of resources needs to be developed.

# Student Learning

## Student Learning Summary

In 2021-2022, Gilbert Elementary earned an overall rating of 89 (the highest score in the district), which is a “B,” as rated by TEA. The breakdown for each domain of the A-F Rating is as follows: a) Domain I (Student Achievement Gilbert) - “C” (73%); b) Domain II.A (Student Growth) - “A” (94%); Domain II.B (Relative Performance) - “B” (81%); and Domain III (Closing the Gaps) - “C” (78%). We met 7 out of 14 indicators. Gilbert also received two distinctions in Science and Comparative Academic Growth. **Due to our focus on student growth, the trend is that we excel in this area. Every student group which counts for our campus met/surpassed their targets for PROGRESS in both math and reading. (12 out of 12 student groups). Student Achievement and Closing the Gaps continue to be areas where we need to improve.**

Preliminary STAAR scores for Domain I for 2022-2023 indicate that 57% of all students in reading are likely to pass (LTP) with an additional 31% of students in the zone of uncertainty (ZOU). In math, all students, 59% of students are LTP and 34% are in the ZOU. For science 35% of our students are LTP and 52% are in ZOU. Overall, our scores are above the district's scores, and they are comparable to the state's averages.

In regards to attendance, our campus has systems in place to address chronic absenteeism issues. Teachers complete 8 am attendance each day, followed by front office staff calling parents of those students who are not present to see if they can get them to show up prior to 9:30 am. Teachers and administrators also contact parents whose students have multiple absences to see how to better support them and get their students to school each day. Administrators do home visits and eventually contact Campus Operations to serve parents with truancy letters when the problem has reached an extreme level.

## Student Learning Strengths

1. Gilbert's 2021-2022 STAAR overall rating of 89 was the highest in the district.
2. Our 2022-2023 overall attendance of 95% was the highest in the district.
3. Our preliminary STAAR scores were overall above the district and comparable to the state.
4. Our preliminary 4th grade math score of 63% was above the the district (48%) and the state (55%).

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

**Problem Statement 2:** Our 95% overall attendance for 22-23 is still below our pre-pandemic attendance rate of 97%. **Root Cause:** Students with chronic absenteeism are not consistently referred through our MTSS process.

**Problem Statement 3 (Prioritized):** Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

# School Processes & Programs

## School Processes & Programs Summary

At our campus we offer Bilingual One Way for PK-4 and Early Exit for 5th grade. We offer Special Education (LIFE, resource, inclusion) Gifted and Talented and ESL services. All of our programs are aligned to our mission and vision: At Gilbert Elementary all of our students can, must, and will learn at high levels. We promote PRIDE (Positivity, Respect, Integrity, Determination, and Excellence) expectations in everything we do. We reinforce our expectations daily during morning announcements. We set SMART goals by student, by teacher, and by Grade Level and we track the progress towards goal attainment in a systematic and consistent basis. We do our best to protect Tier 1 instruction and students receiving intervention services do not get pulled out during this time. RTI and small group instruction is happening in every content area. Students are invited to attend after school tutoring if they need extra support. Teachers also refer at-risk students who need additional support to our MTSS process for an individualized instructional plan.

In addition to the academic programs, we also offer enrichment opportunities for our students, such as: after-school running club, honors choir, Destination Imagination, recorders ensemble club, talent show, Career Day, Junior Achievement, Grade Level parent night programs, etc.

## School Processes & Programs Strengths

1. We have a robust PLC process because: a) teams select the most essential standards by content area and by grade level; b) team norms and agendas are in place; c) assessment/data protocols are in place; d) team roles and responsibilities are assigned; e) TODAY agenda to assist with alignment of TEKS, etc.
2. We are growing in our DDI process and building teacher capacity on its various components, such as creating teacher/student exemplars and exit tickets, adding the Know/Show charts to our Essential Standards template, reteaching using either guided discourse or modeling, reassessing and tracking student data.
3. Our master schedule is created before the beginning of the school year with the of protecting Tier I instruction and maximize instructional time.
4. Our number of students receiving ISS is one of the lowest across the district, and we have not had any student referred to DAEP this school year.
5. We have an effective MTSS process where we identify students most at risk due to academic and behavior concerns and provide necessary support and interventions.
6. All of our processes, programs and initiatives revolve around our school's mission and vision.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our master schedule and teacher day cards are not always aligned, thus affecting the protection of Tier I instruction. **Root Cause:** We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

**Problem Statement 2 (Prioritized):** There are inconsistencies between how grade levels communicate with parents grade level expectations and data related to the attainment of student academic goals. **Root Cause:** We have not established clear expectations for parent/teacher communication on how and when to share student progress data.

**Problem Statement 3 (Prioritized):** Data Driven Instruction is still not proficiently implemented across all content teams. **Root Cause:** Grade level teams require different levels

of support and training in the implementation of an effective Data Driven Instruction process.



# Perceptions

## Perceptions Summary

Students attending Gilbert develop a sense of pride and belonging, and they report feeling safe and secure in school. They report feeling appropriately challenged to excel academically while feeling supported by our teaching staff. Currently, we have systems in place to ensure that students are making appropriate academic and socio-emotional growth. We set goals by student, by class, and by grade level at the beginning of the year using previous and/or beginning of the year multiple sources of data, and we track student progress towards the attainment of those goal through the PLC process and teacher data meetings. Students identified for not making sufficient progress are referred through the MTSS process either for academic, behavior, speech, or attendance concerns.

Data from this year's responses mirrors what was expressed the previous year in terms of feeling welcome and believing that their child is safe at school. With regards to bus transportation, parents feel that the addition of smart bus tags has increased their sense of security. Through the app, which parents have access to, they are now able to monitor where their child is as the bus is doing its route.

Information from the staff climate surveys indicates that the majority of our teachers feel safe, have a sense of belonging, love to teach our students, and think that the processes and programs we have in place help them find success with their students. This year admin has been implementing the "Waterfall" document to provide bite-sized feedback and coaching sessions after walkthroughs in order to help teachers grow in specific areas.

Although we have been able to continue moving in the right direction, proof of which is that the great majority of our staff and students are able to recite the school's mission and vision, we still have room to grow in this area, specifically in relation to our parents and other stakeholders. Admin and the coalition team are looking for ways to promote a deeper awareness among our parents and community members so that they can learn our mission, vision, collective commitments, and best ways to support student learning.

Our staff turnover has remained relatively low. However, due to teacher shortage, the state has allowed for non-certified support staff to fill vacancies, and we only have only have two such positions. The district supports all first and second year teachers through the ConnectEd program. They also have been given the opportunity to attend half day trainings throughout the year to help them with their instructional practices. This year we are projected to lose a monolingual teaching unit and to gain a bilingual teaching position. Three staff members have already submitted their resignation letters, one of them pursuing an engineering position and the two pursuing teaching positions elsewhere.

## Perceptions Strengths

1. Our total attendance rate has increased by 1.42%, and our subgroups with the greatest membership (Hispanic, White, and African American) have contributed to this overall attendance growth because each of these subgroups has increased over a percentage point compared to 2021-2022.
2. Our discipline referrals across different race/ethnic groups remain low compared to the district's behavior and discipline reports. We only had 17 In-School-Suspensions (ISS), no Out-Of-School-Suspensions (OSS), and no DAEP placements.
3. Our low number of discipline referrals is the work that we are doing to promote, as a whole campus, positive behaviors through the implementation of Capturing Kids Hearts (CKH) and PBIS, which has resulted in the establishment of a culture of high behavioral and learning expectations and a sense of PRIDE and belonging that the majority of our staff and students have embraced.
4. Parent support continues to be a strength because parents consistently participate and attend school events and programs.

5. Teacher retention continues to be very high.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We have not capitalized on partnerships within our community. **Root Cause:** We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.

**Problem Statement 2 (Prioritized):** Opportunities for parents to access two-way communication has been inconsistent and limited. **Root Cause:** We have not established a two-way system to effectively provide multiple ways to communicate with parents.

**Problem Statement 3:** Not all staff members voice concerns throughout the school year. **Root Cause:** Campus only collects climate survey data at the conclusion of the school year.

# Priority Problem Statements

**Problem Statement 1:** Although we have increased from 94% to 95%, we are still short of reaching the 97% pre-pandemic attendance rate.

**Root Cause 1:** Students with chronic absenteeism are not being consistently referred through our MTSS process.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs.

**Root Cause 2:** This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Data Driven Instruction is still not proficiently implemented across all content teams.

**Root Cause 3:** Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps.

**Root Cause 4:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas.

**Root Cause 5:** Effective Tier I instruction has been inconsistently delivered to all students.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Our master schedule and teacher day cards are not always aligned, thus affecting the protection of Tier I instruction.

**Root Cause 6:** We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

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

**Problem Statement 7:** There are inconsistencies between how grade levels communicate with parents grade level expectations and data related to the attainment of student academic goals.

**Root Cause 7:** We have not established clear expectations for parent/teacher communication on how and when to share student progress data.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** We have not capitalized on partnerships within our community.

**Root Cause 8:** We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Opportunities for parents to access two-way communication has been inconsistent and limited.

**Root Cause 9:** We have not established a two-way system to effectively provide multiple ways to communicate with parents.

**Problem Statement 9 Areas:** Perceptions

# Goals





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

**Performance Objective 1:** The percent of Pre-K students at or above grade level as measured by CIRCLE Reading and Math indicators will increase 3% from 86% (EOY 2022-2023) to 89% (EOY 2023-2024.)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PK teachers will track student progress using Estrellita and Grade-Level Essential Guidelines Tracking Sheet.</p> <p><b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS and Admin</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</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 daily small group instruction focusing on developing students' foundational literacy and Math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their English/Spanish developmental literacy and Math skills during small group with their teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialists, Administration, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</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;"> <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 2:** Reading K-2 Progress Monitoring Performance Objectives:

Gilbert will promote early reading and literacy skills in grades K-2nd grade. This will foster strong reading skills and help close achievement gaps for all students by increasing 10% from EOY 2022-2023 to EOY 2023-2024.





- \* The percentage of Kindergarten students "on track" by mCLASS will increase from 63% to 73% by May 2024.
- \* The percentage of 1st grade students "on track" by mCLASS will increase from 77% to 87% by May 2024.
- \* The percentage of 2nd grade students "on track" by mCLASS will increase from 66% to 76% by May 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize mCLASS and CORE data to differentiate Tier 2 and Tier 3 instruction in order to get students at the expected grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated instruction will close students' academic gaps with 79% of K-2 students "on track" as measured by mCLASS by May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionist, paraprofessionals, administrators</p> <p><b>Title I:</b> 2.4, 4.2</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Supplemental resources (such as Really Great Reading, LLI, Lunita, Estrellita, Progress Learning, Imagine Learning [English and Spanish], Ventris Learning (UFLI), Think Up, Mentoring Minds, IXL, Forde-Ferrier, STAAR Ready, Math Warm-Ups, Lead4Ward and Solution Tree resources, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make appropriate progress towards goal-attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at the expected level based on the BOY goals set for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin, Interventionist, paraprofessional, AS, and counselors</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>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$2,000</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>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. <b>Root Cause:</b> There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p> <p><b>Problem Statement 3:</b> Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. <b>Root Cause:</b> Effective Tier I instruction has been inconsistently delivered to all students.</p>

**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 that score at meets level or above on STAAR reading from 45% to 48% by May 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using campus-created data tracking sheets, students' progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored on a systematic basis.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors will target special education 3rd-5th students to be meet Domain III target scores (50% of this sub-population scoring at Approaches and 25% scoring at Meets or above).</p> <p><b>Strategy's Expected Result/Impact:</b> SEL support will directly impact the percentage of 4th and 5th grade students scoring at meets level or above on STAAR reading.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, AS, and Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Achieve 3000, IXL, Forde-Ferrier, LLI, Progress Learning, Mentoring Minds, Ventris Learning (UFLI), Think Up, STAAR Ready, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make appropriate progress towards goal-attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin</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

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at the expected level based on the BOY goals set for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin, Interventionist, paraprofessional, AS, and counselors</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>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> After school tutoring - 211 - Title I-A - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. <b>Root Cause:</b> There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p>
<p><b>Problem Statement 3:</b> Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. <b>Root Cause:</b> Effective Tier I instruction has been inconsistently delivered to all students.</p>

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

**Performance Objective 4:** Math K-2 Progress Monitoring Performance Objectives:

Gilbert will promote early math foundational skills in grades K through 2nd grade. This will foster strong math skills and help close achievement gaps for all students.

For the 2023-2024 school year the following goals will be achieved by the end of the academic school year:

45% of Kindergarten students will score at or above the 60%ile on EOY MAP Math in 2024

50% of First Grade students will score at or above the 60%ile on EOY MAP Math in 2024





45% of Second Grade students will score at or above the 60%ile on EOY MAP Math in 2024

**High Priority**

**Evaluation Data Sources:** MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using data tracking sheets, students' progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks.</p> <p><b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored on a systematic basis.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be receiving appropriate, targeted, and timely interventions based on their performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Supplemental resources (such as Progress Learning, Mentoring Minds, STAAR Ready, IXL, Forde-Ferrier, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make appropriate progress towards goal-attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin</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 Levels:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Materials - 211 - Title I-A - 211 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at the expected level based on the BOY goals set for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I-A - 211 - \$5,000</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>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. <b>Root Cause:</b> This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p>

## Student Learning

**Problem Statement 1:** Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

**Problem Statement 3:** Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

**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 3-5 grade students that score at meets level or above on STAAR math from 50% to 55% by May 2024.

**High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using campus-created tracking sheets, students progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored on a systematic basis.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors will target special education 3rd-5th students to meet Domain III target scores (56% of this sub-population scoring at Approaches and 31% scoring at Meets or above).</p> <p><b>Strategy's Expected Result/Impact:</b> SEL support will directly impact the percentage of 4th and 5th grade students scoring at meets level or above on STAAR reading.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Admin</p> <p><b>Title I:</b> 2.4, 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>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Supplemental resources (such as Imagine Learning [English and Spanish], Progress Learning, IXL, Forde-Ferrier, Mentoring Minds, STAAR Ready, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make appropriate progress towards goal-attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin</p> <p><b>Title I:</b> 2.4, 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



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments in math and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at the expected level based on the BOY goals set for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin, Interventionist, paraprofessional, AS, and counselors</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, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. <b>Root Cause:</b> There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p>
<p><b>Problem Statement 3:</b> Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. <b>Root Cause:</b> Effective Tier I instruction has been inconsistently delivered to all students.</p>

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

**Performance Objective 6:** Utilize campus-wide systems to maximize instructional time and ensure positive relationships among all stakeholders.

**Evaluation Data Sources:** Campus-created rubrics/ surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to infuse Capturing Kids' Hearts and Student Culture (formerly known as PBIS) components throughout all aspects of the school's daily life and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members will continue to build relationships with students through daily morning greetings, sharing good things, providing affirmations, use of Social Contract, and use of the 4 Questions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Student Cultural committee, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture, 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> Continue with implementation of Student Culture (formerly known as PBIS) strategies to complement Capturing Kids Hearts by recognizing students showing Grizzly PRIDE (Positivity, Respect, Integrity, Determination, Excellence).</p> <p><b>Strategy's Expected Result/Impact:</b> We will distribute PRIDE tickets rewarding student behaviors in common areas and classrooms. Grade-level Top Grizzly of the Month will be recognized throughout the year. Continue to maintain minimal office referrals. Decrease behavior issues in the common areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Student Cultural committee, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a campus-wide school entrance and morning routines plan in order to maximize instructional time and to set a positive and productive tone for the rest of the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 90% of teachers and students will consistently adhere to the campus-wide expectations for entering the school and morning routines.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional team, Support staff, Paraprofessionals, Admin, etc.</p> <p><b>Title I:</b> 2.5, 2.6</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 7:** Counselors will continue to educate students and staff on a variety of positive coping skills in order to maximize potential and build positive relationships.





**Evaluation Data Sources:** Guidance Lesson Plans, SEL Staff Training, Referral Google Tracking Sheet and related documentation stored in the Counselor's Google Folder

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counseling Groups-Social Emotional Health-Newcomers            Guidance lessons/Individual Counseling targeting SEL by counselors and Student Champion            Continue to recruit and increase our Mentor's Program</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of inappropriate behaviors &amp; self harm.  <b>Staff Responsible for Monitoring:</b> Administrators, counselors</p> <p><b>Title I:</b>            2.5, 2.6  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, 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:** 100% of our students will be exposed to different career paths as well as characteristics of good employment and citizenship traits.

**Evaluation Data Sources:** Event pictures, participation logs.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students a variety of learning opportunities that will help them become familiar with different careers through involvement of community employers in events that foster College &amp; Career Readiness such as Career Day and Junior Achievement in a Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students gain interest and understandings of a variety of careers and professions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin, Instructional Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Connect high school to career and college</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 9:** By May 2024, we will increase our Attendance Rate from 95% to 96%.

**High Priority**

**Evaluation Data Sources:** Campus attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow the campus attendance plan (ex. 8 am attendance, classroom attendance banner, brag tags, campus- wide attendance banners, Class Dojo messages to parents, end of six weeks incentives for perfect attendance, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will improve.</p> <p><b>Staff Responsible for Monitoring:</b> DP clerk, Admin, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</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 refer students with chronic absenteeism to MTSS to develop and monitor an attendance plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance and academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, MTSS committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 9 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Although we have increased from 94% to 95%, we are still short of reaching the 97% pre-pandemic attendance rate. <b>Root Cause:</b> Students with chronic absenteeism are not being consistently referred through our MTSS process.</p>

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





**Performance Objective 1:** Maintain the Diamond Seal of Excellence award for our Parent Center by the end of the school-year 2023-2024.

**Evaluation Data Sources:** Volunteer hours logs, monthly grade level programs, EOY awards assemblies, parent classes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue funding the Parent Liaison position for our campus to promote parent involvement and provide services and resources for our community and parent liaison including parent classes and conferences that support student success. Our goal is offer at least 28 parent classes and collect at least 420 parent interest survey responses this school-year.</p> <p><b>Strategy's Expected Result/Impact:</b> Fund position and provide online and in-person services and resources for our community</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Parent Liaison position - 211 - Title I-A - 211 - \$27,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Furnish the parent center with the necessary tools, supplies, and resources needed to effectively carry out student instruction and family engagement activities that promote student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent center will run smoothly and efficiently.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison and Admin</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A - 211 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to invite parents to participate in the Recognition of our students' efforts and academic performance by hosting an end of year virtual awards assembly for each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year awards assemblies</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 199 - General Funds - 1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Actively recruit GFFA members and encourage their involvement in as many school activities as possible: Fall/Friendship Dance, Trunk or Treat, Family Holiday Craft, and GFFA grade level programs, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in school activities and strengthening of parent and teacher partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Administrators, GFFA</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Each grade level will host a Parent Information Night (Attendance, Grade Level Expectations, Academic Goals, etc.) during the first six weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and parent awareness of campus academic expectations</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, AS, Interventionists, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> We will continue to retain and recruit partners in education to support the campus mission and vision.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement to support students' academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> There are inconsistencies between how grade levels communicate with parents grade level expectations and data related to the attainment of student academic goals. <b>Root Cause:</b> We have not established clear expectations for parent/teacher communication on how and when to share student progress data.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> We have not capitalized on partnerships within our community. <b>Root Cause:</b> We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.</p>
<p><b>Problem Statement 2:</b> Opportunities for parents to access two-way communication has been inconsistent and limited. <b>Root Cause:</b> We have not established a two-way system to effectively provide multiple ways to communicate with parents.</p>

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

**Performance Objective 1:** Continue building teacher capacity to maximize teacher effectiveness and promote greater levels of student learning.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Teacher retention will remain above 90%, and (based on staff surveys) staff morale will continue to be one of our strengths.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to assign teachers based on student needs and teacher strengths.  <b>Strategy's Expected Result/Impact:</b> Historical Data shows teachers become experts in their grade level content area.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b>                      2.6                      - <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> Continue to team teach in grades 2nd-5th and piloting team-teaching in Kinder &amp; First.  <b>Strategy's Expected Result/Impact:</b> Student performance data on MAP, STAAR, and DRA/EDL/CORE will increase as established by individualized goals.  <b>Staff Responsible for Monitoring:</b> Administrators, AS, Interventionists, Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <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 3 Details	Reviews			
<p><b>Strategy 3:</b> Support teachers and paraprofessionals to improve instruction by providing training in the following: Estrellita, LLI refresher, UFLI, Learning Walks, Peer-to-Peer Coaching based on strengths/needs, and PD on effective PLC implementation including Tier 1 (TODAY agenda) and Tier 2 (small group instruction), and Data-Driven Instruction. PD will also be provided through vertical team planning based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Data collected from targeted walk-throughs will reflect improved instruction all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, AS, Interventionists, Paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on 2021-2022 STAAR scores, we did not meet, for two years in a row, our expected target for the Sped sub-population in Domain III, Closing the Gaps. <b>Root Cause:</b> There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p>
<p><b>Problem Statement 3:</b> Based on 2021-2022 STAAR scores, only 42% of all students are scoring at the Meets and above levels in all areas. <b>Root Cause:</b> Effective Tier I instruction has been inconsistently delivered to all students.</p>

# State Compensatory

## Budget for Gilbert Elementary School

**Total SCE Funds:** \$28,500.00

**Total FTEs Funded by SCE:** 1

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

An instructional paraprofessional is funded through our SCE, and she helps to provide classroom instruction/intervention.

## Personnel for Gilbert Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lodoiska Rodriguez	SCE Instructional Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elia Victoria	Parent Liaison		
Maria Miner	K-2 Reading Interventionist		
Tiffany Nicholas	3-5 Reading Interventionist		

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		1,500	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,200.00
1	2	3			\$2,000.00
1	3	5	After school tutoring		\$3,500.00
1	4	4	Math Materials	211	\$3,500.00
1	4	5	Tutoring	211	\$5,000.00
1	5	5	Tutoring		\$5,000.00
2	1	1	Parent Liaison position	211	\$27,500.00
2	1	2		211	\$1,000.00
<b>Sub-Total</b>					<b>\$48,700.00</b>