

**Irving Independent School District**  
**Farine Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# **Mission Statement**

Team Farine utilizes our individual strengths to collaborate and empower growth in all students.

## **Vision**

Create lifelong scholars by supporting critical thinking and social emotional growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Farine is one of four dual language schools in Irving ISD. We have 2 PK units, 7 classroom units Kinder-4th grade, 6 classroom units in 5th grade, and two LIFE units. We provide Art, Music, and PE for specials, MTA for our Dyslexia services, Special Education Services (inclusion/resource setting), and Gifted and Talented Services. We offer intervention Monday-Thursday for 35 minutes Kinder-2nd grade and 40 minutes 3rd-5th grade. Our two counselors offer guiding lessons for every class.

### Attendance 2022

92.38%.

Goal was: 94%.

**Current enrollment** is 880 students.

**Economically Disadvantage:** 79.8%

### Ethnic Distribution:

African American: 15.2%

Hispanic: 60.7%

White:13.2%

American Indian: 1.5%

Asian:6.9%

Pacific Islander: 0.1%

Two or more races:2.4%

**Gender:**

Female:48.5%

Male:51.5%

**Students by Instructional Program:**

Bilingual/ESL Education: 57.2%

Gifted and Talented: 20.2%

Special Education: 9.5%

**Total Mobility (19-20 school year)**

100 students at 14.6%

**Demographics Strengths**

Farine's demographic diversity has continued to be a strength for our campus and community. Farine is also one of four dual language classrooms in Irving ISD. The dual language program draws families to our community because of the importance that is placed on giving students an opportunity to become biliterate. Farine also has a large percentage of GT students. Farine is able to provide students with a strong GT and dual language program.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our African American (64 students), Hispanic (218), White (43 students), Economically Disadvantage ((277), EB/EL (164), Special Education (45), Continuously Enrolled (229) students did not meet the Math Targets on Academic Achievement at the Meets Grade Level or Above. **Root Cause:** Due to the pandemic, we were not able to effectively deliver instruction and intervention needed to produce successful results in math. Hands on learning and repetition were minimal. Coming back, students did not have the numeracy skills and understanding. Teachers utilizing manipulatives more during stations rather than educational apps was also an adjustment.

**Problem Statement 2 (Prioritized):** Our White population (43 students) only had 47% pass rate on the reading STAAR exam at the meets grade level or above. **Root Cause:** Consistent absences from some of our students and/or tardies affected the students missing their intervention time and learning when absent. Ensuring we follow up with our students who are absent is something we need to improve on.

# Student Learning

## Student Learning Summary

Our academic achievement (percent at Meets Grade Level or Above) for Reading for the White population was at 47%. Our target was 60%.

For our Special Education population, 18% of our students were at Meets Grade Level or Above. Our target was 19%.

Below, you will see our Accountability Rating Score highlighting our student achievement, School Progress, and Closing the Gaps scores.

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**FARINE EL (057912113) - IRVING ISD - DALLAS COUNTY**

\* Confidential \*

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>82</b>	<b>B</b>
<b>Student Achievement</b>		<b>64</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>85</b>	<b>B</b>
Academic Growth	78	85	<b>B</b>
Relative Performance (Eco Dis: 79.8%)	37	67	<b>Not Rated: Senate Bill 1365</b>
<b>Closing the Gaps</b>	<b>63</b>	<b>74</b>	<b>C</b>

Texas Education Agency  
**2022 STAAR Performance**  
**FARINE EL (057912113) - IRVING ISD - DALLAS COUNTY**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	353	353	115	-	821	
Approaches GL or Above	236	193	60	-	489	60%
Meets GL or Above	151	98	34	-	283	34%
Masters GL	78	46	9	-	133	16%
Total Percentage Points						110%
<b>Component Score</b>						<b>37</b>

**Student Learning Strengths**

Farine improved from the 2021 STAAR performance score of a 30 to a 37.

We were 1% way from our meeting our target goal with our special education population in reading.

We currently have intervention time imbedded into our master schedule (35 minutes Kinder-2nd grade) and 40 minutes (3rd-5th grade). We also have planning time for our teachers (55 minutes) that allows them to focus on the skills being taught as well as share out strategies on how to teach the skills to our students.

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

**Problem Statement 1 (Prioritized):** Our sub populations did not meet the math target areas in the Academic Achievement area at Meets Grade Level or Above. **Root Cause:** The pandemic affected the foundational numerical concepts for our students. In addition, experienced math teachers were promoted from grades 5th, 4th, 3rd, Kinder, as well as my math interventionist. Continue to build teacher capacity in this area.

**Problem Statement 2 (Prioritized):** Our White population did not meet the targets in reading and math in the areas of academic growth. **Root Cause:** Attendance and tardies were an issue with some of our students in this group. Intervention time was missed and learning as well.

**Problem Statement 3 (Prioritized):** Provide a stronger focus on quality Tier 1 instruction and research based interventions. **Root Cause:** Not having a deep understanding of the skills needed to learned by our students and how to teach and intervene.

**Problem Statement 4 (Prioritized):** Students utilized technology as their main source of learning and did not utilize paper, pencil, and hands on opportunities for learning. **Root Cause:** Due tot he pandemic, teachers utilized technology apps and devices to teach. Re-learning and integrating hand on learning is an area of focus.



# School Processes & Programs

## School Processes & Programs Summary

At Farine Elementary, we are committed to growing students through our professional learning community model. We believe the key to advancing student achievement is to work together as an interdependent team to analyze data, reflect on our practice, target our instruction and intervention, and to consistently work towards improving our instructional practice. Team Farine will learn and grow so that our students can learn and grow. This process has a positive impact on both school culture as well as student achievement.

Our focus this year is planning intentionally with our Team on Tier 1 instruction, MTSS/RTI planning will focus on our guided reading, small group reading intervention groups, and math intervention groups.

## School Processes & Programs Strengths

Although we saw a dip in our scores, having the support systems imbedded in our school, weekly planning meetings, MTSS/RTI planning every two-weeks, and offering purposeful planning days for our teachers every six weeks. We will see an upward trend as we continue to improve and implement our PLC systems.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The attendance rate for 2022 was 92% which was below our goals of 94%. **Root Cause:** Incentives are in place at Farine, but not reaching out to our families on a consistent basis via a phone call home or home visit to address the students who are absent chronically impacted our attendance.

**Problem Statement 2 (Prioritized):** In 2021 Farine lost staff due to promotions, staff leaving to move closer to home, and/or moved out of state. **Root Cause:** A significant number of teachers were new to Farine and to the profession.

# Perceptions

## Perceptions Summary

Teams Farines Mission: Team Farine utilizes our individual strengths to collaborate and empower growth in all students.

Team Farine's Vision: Create lifelong scholars by supporting critical thinking and social emotional growth.

Our parents and staff have the opportunity to take district surveys to inform us of their perception of our campus. Based on the results, most families expressed their satisfaction with the school, staff, and learning expectations and progress made. The area of concern raised was behavior, building's age/school improvement, and the large student population at Farine.

Fix buildings

Hold students and parents accountable for disruptive behavior.

I would like to see some career opportunities offered for seasoned teachers that are in the district but outside of the classroom; less meetings; less PD; more compensation, especially for teachers with 20+ years and advanced degrees.

Incorporar un curriculum que le ensene a los ninos sobre finanzas, como gastar, ahorrar dinero. Ensenarles desde pequenos cuestiones financieras.

Increase salary for teachers. More enrichment activities for elementary schools.

Irving ISD can prepare students for careers

M siento satisfecha con el distrito

Maintain facilities- there are many plumbing issues for student and staff restrooms Rezone so that elementary schools aren't overcrowded. The schools built in the 1950s don't have the capacity to dismiss 900 students reasonably and safely. Security.

Make sure to notify us when our insurance changes at the end of the year.

Making campus improvements for older schools. Not having more than 20 kids in a class. There is no way for a teacher to connect with ALL the kids, or give extra learning attention, especially the ones who really need it.

## Perceptions Strengths

Overall, the survey results showed parents were pleased with the education, support, and welcome environment their child received at Farine. Below, are some comments made in the district survey.

IISD provides many opportunities for students to grow academically with variety.
Informarnos y apoyar a nuestros hijos
No, comment
Offering many tools to students for a path to college, offering great programs like Hippy, offering different classes to parents such as a path to college, etc. Lots of information so students/parents can take the best options/decisions.
Pays well
Prepare students academically.
Put the students first.
Se preocupan por el rendimiento académico de cada estudiante y orientar los a continuar con sus estudios de una manera

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our Kinder Bilingual classrooms had 25-26 students enrolled in class while 1st grade Mono classrooms had 24 and 25 students in them. **Root Cause:** Lack of space at Farine did not allow us to add an extra teacher as proposed by the HR department. Not having enough support to work with our students in small group settings impacted the learning of our students.

**Problem Statement 2 (Prioritized):** Disruption in the 4th grade gen ed classrooms was evident almost daily. **Root Cause:** The pandemic impacted some of our students learning and behavior habits.

# Priority Problem Statements

**Problem Statement 11:** Our African American (64 students), Hispanic (218), White (43 students), Economically Disadvantage ((277), EB/EL (164), Special Education (45), Continuously Enrolled (229) students did not meet the Math Targets on Academic Achievement at the Meets Grade Level or Above.

**Root Cause 11:** Due to the pandemic, we were not able to effectively deliver instruction and intervention needed to produce successful results in math. Hands on learning and repetition were minimal. Coming back, students did not have the numeracy skills and understanding. Teachers utilizing manipulatives more during stations rather than educational apps was also an adjustment.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 18:** Our sub populations did not meet the math target areas in the Academic Achievement area at Meets Grade Level or Above.

**Root Cause 18:** The pandemic affected the foundational numerical concepts for our students. In addition, experienced math teachers were promoted from grades 5th, 4th, 3rd, Kinder, as well as my math interventionist. Continue to build teacher capacity in this area.

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 13:** The attendance rate for 2022 was 92% which was below our goals of 94%.

**Root Cause 13:** Incentives are in place at Farine, but not reaching out to our families on a consistent basis via a phone call home or home visit to address the students who are absent chronically impacted our attendance.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** Our Kinder Bilingual classrooms had 25-26 students enrolled in class while 1st grade Mono classrooms had 24 and 25 students in them.

**Root Cause 14:** Lack of space at Farine did not allow us to add an extra teacher as proposed by the HR department. Not having enough support to work with our students in small group settings impacted the learning of our students.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 12:** Our White population (43 students) only had 47% pass rate on the reading STAAR exam at the meets grade level or above.

**Root Cause 12:** Consistent absences from some of our students and/or tardies affected the students missing their intervention time and learning when absent. Ensuring we follow up with our students who are absent is something we need to improve on.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 17:** Our White population did not meet the targets in reading and math in the areas of academic growth.

**Root Cause 17:** Attendance and tardies were an issue with some of our students in this group. Intervention time was missed and learning as well.

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 16:** In 2021 Farine lost staff due to promotions, staff leaving to move closer to home, and/or moved out of state.

**Root Cause 16:** A significant number of teachers were new to Farine and to the profession.

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 15:** Disruption in the 4th grade gen ed classrooms was evident almost daily.

**Root Cause 15:** The pandemic impacted some of our students learning and behavior habits.

**Problem Statement 15 Areas:** Perceptions

**Problem Statement 19:** Provide a stronger focus on quality Tier 1 instruction and research based interventions.

**Root Cause 19:** Not having a deep understanding of the skills needed to learned by our students and how to teach and intervene.

**Problem Statement 19 Areas:** Student Learning

**Problem Statement 20:** Students utilized technology as their main source of learning and did not utilize paper, pencil, and hands on opportunities for learning.

**Root Cause 20:** Due tot he pandemic, teachers utilized technology apps and devices to teach. Re-learning and integrating hand on learning is an area of focus.

**Problem Statement 20 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other 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 39% by 2024.

**Performance Objective 1:** Farine will promote early reading and literacy skills in grades PreK through third grade. This will foster strong reading skills and help close achievement gaps for all students. For 2021-2022 school year the following goals will be achieved by the end of the academic school year:

Reading Progress Monitoring for Grades Kinder-2nd Grade


The percent of Kinder students "on track" by mCLASS will increase from 35% to 46% by June 2023

The percent of First grade students "on track" on mCLASS will increase from 50% to 60% by June 2023


The percent of Second grade students "on track" on mCLASS will increase from 36% to 46% by June 2023



### HB3 Goal







**Evaluation Data Sources:** EOY mCLASS Data for students testing in both English and Spanish, the higher score will be used.









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in state sponsored reading academies. They will be supported in early literacy instruction by attending training and receive support from the Reading Academy Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will participate and implement the learning received in reading academies. They will be supported by the reading academy coach who can offer new learning in the classroom focusing on best practices when teaching early literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Academy Coach, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support and coach our teachers on the guided reading process. Implement best practices when teaching our students at various reading levels. Continue utilizing the resources provided by the district which include HMH, LLI KITS, SIPPS, Estrellita, Really Great Reading, DRA/EDL skill lessons and the Learning Continuum. We will hold campus data talks with classroom teachers and plan for interventions based on the individual needs of the student. Use of mCLASS, DRA/EDL, and 6-weeks common assessments (K-5) will be used to identify student needs and plan for intervention and PK will use Circle assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented data talks meetings held throughout the year where teachers consistently and constantly reflect on their instruction.</p> <p>Data will be updated and collected in a Google Docs spreadsheet and in Edugence.</p> <p>Teachers will collaboratively create common assessments each six-weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists and Academic Specialist</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the implementation of using the phonics resources such as Amplify Reading and Really Great Reading. Provide training for the staff and continued training as needed throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development sessions will be offered as needed throughout the school year with Sign-in Sheets used as documentation.</p> <p>Coach teachers on the use of the resources.</p> <p>Ensure small group instruction and literacy stations are aligned to ELAR TEKS</p> <p>Coach teachers on the alignment of student guided and independent practice.</p> <p>Coach teachers on how to provide opportunity for students to demonstrate their learning while holding students accountable for their learning.</p> <p>Ensure guided reading is based on assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Interventionist and Academic specialist</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide staff development opportunities and teacher resources that are focused on literacy and math development. This will be in the form of professional development, attending literacy and/or math conferences, and trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development hours and evidence of instruction in the classroom with walkthroughs.</p> <p>Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> AS, Interventionist, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide training and resources for teachers regarding BIL/ESL strategies that promote increased learning outcomes for our Bilingual and ESL population.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies that are taught will be evidenced in admin walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL District Personnel, Academic Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide reading ELAR resources that are aligned with TEKS and meant for small group instruction and guided reading. Staff development for new resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources are purchased and used in small groups and for individual student reading improvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, Literacy Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Create and fund a Reading Interventionist Position for additional intervention during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Interventionists will work with students in an effort to increase their reading skills which will impact the students scores.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Intervetionists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$72,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Create and fund a Reading general aide position who supports during MTSS time and intervention during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff member will work with students in an effort to increase their foundation in reading which will impact their learning and our scores.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist and Academic Specialist</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 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$26,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our White population (43 students) only had 47% pass rate on the reading STAAR exam at the meets grade level or above. <b>Root Cause:</b> Consistent absences from some of our students and/or tardies affected the students missing their intervention time and learning when absent. Ensuring we follow up with our students who are absent is something we need to improve on.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Provide a stronger focus on quality Tier 1 instruction and research based interventions. <b>Root Cause:</b> Not having a deep understanding of the skills needed to learned by our students and how to teach and intervene.</p> <p><b>Problem Statement 4:</b> Students utilized technology as their main source of learning and did not utilize paper, pencil, and hands on opportunities for learning. <b>Root Cause:</b> Due tot he pandemic, teachers utilized technology apps and devices to teach. Re-learning and integrating hand on learning is an area of focus.</p>





**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 39% by 2024.

**Performance Objective 2:** 3rd Grade Reading Performance

35% of 3rd grade students at Farine will score at the Meets standard level in reading.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutoring before, after school tutoring and/or Saturday will be provided to students who are not meeting standard on our campus common formative assessments and the districts common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring will take place throughout the school year January-May). We expect our students to grow and make progress by 5% by those identified.</p> <p><b>Staff Responsible for Monitoring:</b> 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 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$21,207</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African American (64 students), Hispanic (218), White (43 students), Economically Disadvantage ((277), EB/EL (164), Special Education (45), Continuously Enrolled (229) students did not meet the Math Targets on Academic Achievement at the Meets Grade Level or Above. <b>Root Cause:</b> Due to the pandemic, we were not able to effectively deliver instruction and intervention needed to produce successful results in math. Hands on learning and repetition were minimal. Coming back, students did not have the numeracy skills and understanding. Teachers utilizing manipulatives more during stations rather than educational apps was also an adjustment.</p> <p><b>Problem Statement 2:</b> Our White population (43 students) only had 47% pass rate on the reading STAAR exam at the meets grade level or above. <b>Root Cause:</b> Consistent absences from some of our students and/or tardies affected the students missing their intervention time and learning when absent. Ensuring we follow up with our students who are absent is something we need to improve on.</p>

## Student Learning

**Problem Statement 1:** Our sub populations did not meet the math target areas in the Academic Achievement area at Meets Grade Level or Above. **Root Cause:** The pandemic affected the foundational numerical concepts for our students. In addition, experienced math teachers were promoted from grades 5th, 4th, 3rd, Kinder, as well as my math interventionist. Continue to build teacher capacity in this area.

**Problem Statement 2:** Our White population did not meet the targets in reading and math in the areas of academic growth. **Root Cause:** Attendance and tardies were an issue with some of our students in this group. Intervention time was missed and learning as well.

**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:** Farine will promote foundational and basic math skills in PK through third grade. This will foster strong math skills and help close the achievement gaps for all. For the 2020-2021 school year, the following goals have been set:

Math Progress Monitoring for Grades Kinder-2nd Grade

The percent of Kinder students "on track" by MAP will increase from 39% to 52% by June 2023





The percent of First grade students "on track" on MAP will increase from 40% to 53% by June 2023










The percent of Second grade students "on track" on MAP will increase from 29% to 42% by June 2023

All teachers will obtain the district required professional development hours specifically aligned with campus goals.

**HB3 Goal**

**Evaluation Data Sources:** EOY MAP Data for students testing in both English and Spanish, the higher score will be used.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and fund a Math Interventionist Position for additional intervention during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Interventionist will work with students in an effort to increase their foundation in math which will impact our scores.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, and interventionist.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$70,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide resources for math that are aligned to TEKS for problem solving (Number Talks &amp; Imagine Math, and Education Galaxy)</p> <p><b>Strategy's Expected Result/Impact:</b> Resources purchased and utilized in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, Math Interventionist, and 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor teachers' professional development throughout the year to ensure they are on track to achieve the targeted goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' professional development agreement hours are met and/or exceeded.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., AS, and DLC.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our African American (64 students), Hispanic (218), White (43 students), Economically Disadvantage ((277), EB/EL (164), Special Education (45), Continuously Enrolled (229) students did not meet the Math Targets on Academic Achievement at the Meets Grade Level or Above. <b>Root Cause:</b> Due to the pandemic, we were not able to effectively deliver instruction and intervention needed to produce successful results in math. Hands on learning and repetition were minimal. Coming back, students did not have the numeracy skills and understanding. Teachers utilizing manipulatives more during stations rather than educational apps was also an adjustment.</p>
Student Learning
<p><b>Problem Statement 1:</b> Our sub populations did not meet the math target areas in the Academic Achievement area at Meets Grade Level or Above. <b>Root Cause:</b> The pandemic affected the foundational numerical concepts for our students. In addition, experienced math teachers were promoted from grades 5th, 4th, 3rd, Kinder, as well as my math interventionist. Continue to build teacher capacity in this area.</p> <p><b>Problem Statement 3:</b> Provide a stronger focus on quality Tier 1 instruction and research based interventions. <b>Root Cause:</b> Not having a deep understanding of the skills needed to learned by our students and how to teach and intervene.</p>



## Student Learning

**Problem Statement 4:** Students utilized technology as their main source of learning and did not utilize paper, pencil, and hands on opportunities for learning. **Root Cause:** Due to the pandemic, teachers utilized technology apps and devices to teach. Re-learning and integrating hands on learning is an area of focus.






**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:** 3rd Grade Math Performance

25% of 3rd grade students at Farine will score at the Meets standard level in math.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide math materials and supplies for tutorials.  <b>Strategy's Expected Result/Impact:</b> Resources purchased and utilized in the classrooms.  <b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionist and 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, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction  <b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a master schedule that includes response to intervention time to provide support for our students during the school day to address the needs of the students.  <b>Strategy's Expected Result/Impact:</b> To close the learning gap of our students and build a stronger foundation in the students math skills.  <b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionists and Teachers.</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and fund a Math general aide position who supports students during MTSS time and intervention during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff member will work with students in an effort to increase their foundation in math which will impact their learning and overall scores.</p> <p><b>Staff Responsible for Monitoring:</b> Math interventionist</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$26,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Performance Objective 2 Problem Statements:**







<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our African American (64 students), Hispanic (218), White (43 students), Economically Disadvantage ((277), EB/EL (164), Special Education (45), Continuously Enrolled (229) students did not meet the Math Targets on Academic Achievement at the Meets Grade Level or Above. <b>Root Cause:</b> Due to the pandemic, we were not able to effectively deliver instruction and intervention needed to produce successful results in math. Hands on learning and repetition were minimal. Coming back, students did not have the numeracy skills and understanding. Teachers utilizing manipulatives more during stations rather than educational apps was also an adjustment.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our sub populations did not meet the math target areas in the Academic Achievement area at Meets Grade Level or Above. <b>Root Cause:</b> The pandemic affected the foundational numerical concepts for our students. In addition, experienced math teachers were promoted from grades 5th, 4th, 3rd, Kinder, as well as my math interventionist. Continue to build teacher capacity in this area.</p>

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

**Performance Objective 1:** Increase student attendance rate to at least 95% overall.

**Evaluation Data Sources:** End of year attendance as reported by PEIMS will be used to confirm data.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance clerk will monitor student attendance data and report to Attendance and Admin teams.  <b>Strategy's Expected Result/Impact:</b> Follow up with teachers and families of students with attendance concerns.  <b>Staff Responsible for Monitoring:</b> Data/Attendance Clerk, Attendance Committee and Campus Operations Attendance Team.</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will announce class of the week with the highest attendance. The class with the highest attendance after three weeks will receive a green Falcon ticket, the class with the highest attendance in the six weeks will receive a party and a special treat.  <b>Strategy's Expected Result/Impact:</b> Students will be motivated to attend school daily so that they are able to see the daily incentive unfold during morning broadcast. The impact will be our Falcons having an attendance of 97%.  <b>Staff Responsible for Monitoring:</b> Data Clerk, Attendance Clerk, Admin.</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Individual students will receive incentives for perfect attendance each month, six-weeks, and school year.  <b>Strategy's Expected Result/Impact:</b> Number of students receiving perfect attendance awards increases each six-weeks.  <b>Staff Responsible for Monitoring:</b> Data Clerk, Attendance Clerk, Admin</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support our parents with understanding the digital learning platform being used by our students so they may understand and be informed on their child's progress and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance participation sheets, conferences held with parents with the teachers, counselors, admin, and parent liaison.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, and Parent Liaison.</p> <p><b>Title I:</b> 2.5, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to improve on our Professional Learning Community systems on campus that focuses on building capacity for every staff member on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies shared will focus on data analysis, effective collaboration, unpacking the essential standards, social emotional and behavioral support for our staff that impact our students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, AS, Interventionists, Student Champion, 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, 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>June</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 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 2:** Increase all student performance on campus, district, and state assessments.





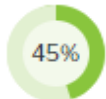





**Evaluation Data Sources:** Math growth of at least 3% as measured by STAAR in approaches, meets and masters.  
 Reading growth of at least 5% as measured by STAAR in approaches, meets and masters.  
 Science growth of at least 3% as measured in STAAR in approaches meets and masters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The data will be analyzed and reviewed after BOY , MOY, and EOY MAP assessments to continue to support our teacher teams and students who did not meet the expected standard in reading and/or math,</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring and CFA data will be used to support our students through intervention. Students will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AS, and Interventionist</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 65%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PK-5 teachers will participate in professional development that supports them in building the foundations in reading and with number numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading and math due to the best teaching strategies and practices gained through specific PD.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and AS</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%			
<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:** Farine will promote health and wellness throughout the school.



**Evaluation Data Sources:** Sign-in sheets from our community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Farine will recruit and hire a Parent Liaison to support our campus and district initiatives through our liaison.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10%.  <b>Staff Responsible for Monitoring:</b> Admin and Parent Liaison.</p> <p><b>Title I:</b> 4.1, 4.2  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Farine will promote physical fitness and/or fine arts activities twice a school year.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10% and observe the healthier choices made by our students.  <b>Staff Responsible for Monitoring:</b> Admin, Parent Liaison, and PE Coaches, Art and Music Teacher.</p> <p><b>Title I:</b> 4.2  <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Social Emotional Learning training will take place for our staff and families to help provide a safe and healthy environment for our Falcons.  <b>Strategy's Expected Result/Impact:</b> By the end of the school year, our students on Tier 3 will be reduced by 3%.  <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Student Champion, and Counselors.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Increase parent participation in the Parent Resource Center and Parent Teacher Organization by 5%.

**Evaluation Data Sources:** Parent sign-in sheets at parent events via virtually or in-person.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide various classes for parents (once a month) starting in November that addresses the needs of the parents based on a parent survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Parent Liaison.</p> <p><b>Title I:</b> 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parent volunteers year round opportunities to grow and participate in personal and student growth training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and Parent Liaison.</p> <p><b>Title I:</b> 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide parents with resources such as office supplies and to support the work parents can support our teachers with.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation by 10%.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



**Staff Responsible for Monitoring:** Admin & Parent Liaison.

**Title I:**

4.2

**- ESF Levers:**

Lever 3: Positive School Culture



No Progress

Accomplished






Continue/Modify

Discontinue

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

**Performance Objective 1:** Farine will provide CHAMPS and PBIS training for staff and students that will also address and focus on respecting, showing responsibility, and appreciation for the school campus.

**Evaluation Data Sources:** Decrease number of property damage (writing on the bathroom stalls, paper all over the bathroom floor, and food left behind during lunch).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Admin will train Staff and Student at beginning of year and throughout the school year to address the expectations of respecting our school, showing responsibility when using the restroom and eating lunch and appreciating our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease number of property damage (writing on the bathroom stalls, paper all over the bathroom floor, and food left behind during lunch).</p> <p><b>Staff Responsible for Monitoring:</b> Admin, building custodian, classroom teachers.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for Farine Elementary School

**Total SCE Funds:** \$31,000.00

**Total FTEs Funded by SCE:** 1

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

We hired a paraprofessional under this budget in addition we use the funds to provide resources and materials to support achieving our goals.

## Personnel for Farine Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lori Sigler	Paraprofessional	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Our campus needs assessment took place by looking at our data with our Guiding Coalition Team. The questions presented in Plan4Learning assisted us with looking at our data and share some of our strengths and suggestions.

## 2. Campus Improvement Plan

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

Farine's stakeholders are as follows:

- Guiding Coalition Team (Grade level team leaders, instructional leader per grade level, including SPED and Specials, Para's plus ILT)
- Instructional Leadership Team (academic specialist, interventionist, and admin)
- Counselors
- Parent Teacher Organization (PTO)
- Campus Improvement Committee (CIC)

### 2.2: Regular monitoring and revision

Formative and Summative review meetings have been scheduled for this school year.

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

Our Campus Improvement Plan can be found on our school's website in English.

## 3. Annual Evaluation

### 3.1: Annually evaluate the schoolwide plan

After reviewing our CIP in June, we adjusted and continued some strategies for this school year that addresses our need in math, reading, and attendance.

## **4. Parent and Family Engagement (PFE)**

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

The Parent & Family Engagement Policy can be found on our website and the Irving Public Library.

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

We offered virtual parent involvement meetings last year, but plan on offering both virtual and in-person meetings this school year.

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anakaren Maturino	Parent Liaison	Paraprofessional	1
Christopher Byrd	Math Interventionist	Math	
Lindsey Martin	Gen Aide	Paraprofessional	1
Mayra Johnson	General Aide	Paraprofessional	1
Rachel Sabedra	Reading Interventionist	Reading & Writing	

# 2022-2023 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Norma Gonzalez-Perez	Admin
Administrator	Veronica Luna	Admin
Administrator	Mauricio Valdovinos	Admin
Parent	Frances Velasquez	Parent Representative
Business Representative	Pam Tippet	Business Representative
Classroom Teacher	Tina Walsh	1st grade teacher
Paraprofessional	Sara Haase	ESSER Paraprofessional
Classroom Teacher	Marialidia Moreno	2nd Dual Teacher
Classroom Teacher	Paula McCullough	3-5 LIFE Teacher
Community Representative	Scott Perez	Community Member
Community Representative	Julio Salas	Community Member
Classroom Teacher	Roxanne Tuong	3rd Grade Teacher
Business Representative	Hillary Saenz	Business Representative
Parent	Guadalupe Sanchez	Parent Rep

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$72,500.00
1	1	8			\$26,500.00
1	2	1			\$21,207.00
2	1	1			\$70,000.00
2	2	3			\$26,500.00
4	1	1			\$0.00
<b>Sub-Total</b>					<b>\$216,707.00</b>