

Irving Independent School District

Keyes Elementary School

2023-2024 Improvement Plan



Mission Statement

Our mission is to empower all students to be life long learners, inspiring them to reach their maximum potential as confident critical thinkers, good citizens, and future leaders in a global community.

Vision

We are collaborative role models who inspire and motivate a passion for life long learning by instilling and personifying high ethical values.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Keyes Elementary enrollment includes 665 students and we are located in South Irving. 94.0 % of students at Keyes Elementary are considered Economically Disadvantaged, 68.4% of students are labeled ELL and have a mobility rate of 13.3%. For the school year, Keyes is servicing 82.9%, Hispanic students, 3.6% African American, 9.2% white, 3.0% American Indian, Pacific Islander 0.3%, and 0.3% Two or more races. 6.5% receive special education. The school's enrollment has remained constant for the past several years servicing over 650 students. All Keyes teachers have met the HB3 requirement.

Demographics Strengths

No suspensions or expulsions have been reported in the 22-23 school year . Referrals Kinder 3, 1st grade 2, 3rd grade 28, 4th grade 7, 5th grade 13. Kinder referrals have decreased by 96% due to classroom management and capturing kids hearts techniques implemented in the classroom.

2022 - 2023 Info:

African American - 3.6%

Asian- .8%

Hispanic - 82.9%

White - 9.2%

American Indian - 3%

Pacific Islander - .3%

Two-or-More-Races - .3%

We have had a small increase in African American and Hispanic Students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance did not meet the 97% district expectation. **Root Cause:** Attendance procedures had actionable steps that were not monitored with fidelity.

Student Learning

Student Learning Summary

The campus received an overall B rating. The scaled score for closing the gaps was 74%. A scaled score of 92 for academic growth. For Math, Keyes Campus is slightly above district scores in Meets, Masters, and Approaches. For ELA, We are above grade level for Masters. We are at par in approaches and slightly below in Meets. In comparison to other campuses, we placed 3rd in reading. Our campus has improved from DCA 1 to DCA 2. We attribute this success to built-in RTI time in the master schedule.

STAAR reading scores reflected

63% Approaches
33% Meets
18% Masters

STAAR math scores reflected

62% Approaches
31% Meets
13% Masters

Special education STAAR scores consisted of

39% Approaches
22% Meets
0% Masters

Special education STAAR math reflected

44% Approaches
22% Meets
6% Masters

Emergent Bilingual - Reading

59% Approaches
32 % Meets,
19% Masters

Emergent Bilingual - Math

63% Approaches
32% Meets,
15% Masters

Student Learning Strengths

For Math, Keyes Campus is slightly above district scores in Meets, Masters, and Approaches. For ELA, We are above grade level for Masters. We are at par in approaches and slightly below in Meets.

Students have made progress with decoding skills, they are now struggling with fluency, accuracy, and reading with expression. These are all important skills that lead to reading comprehension. Student progress is being monitored throughout BOY, MOY, & EOY M-Class, and progress monitoring is every 6 weeks.

Collaborative team meetings have been consistent with prescriptive agendas focusing on data.

We have consistently stayed number 1 in 5th-grade math and science in all 3 DCAs. Other content areas have shown consistent growth.

In comparison to other campuses, we placed 3rd in reading. Our campus has improved from DCA 1 to DCA 2. We attribute this success to built-in RTI time in the master schedule.

Strengths-based on 22-23 STAAR Data:

EL Students are heading in the right trajectory.

3rd Grade Reading Spanish - We are in 9th place

3rd Grade Math Spanish - We are in 5th place

4th Grade Math Spanish - We are in 2nd place

5th Grade Math English - We are in 1st place

Problem Statements Identifying Student Learning Needs

Problem Statement 1: mClass and DCA data indicate that we need to be more intentional in closing our gaps in Reading. **Root Cause:** The rigor of instruction has not been aligned with Reading TEKS.

Problem Statement 2 (Prioritized): 3rd Grade Math Scores were 15th in the district out of 20 campuses. **Root Cause:** There is no intentionality with differentiation during reteaching after an assessment.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting, selecting, assigning, inducting and retaining high-quality educators includes communicating with teachers, identifying teacher strengths, coaching teacher, and providing feedback. In addition, we build capacity in teachers by providing opportunities for leadership roles. We consistently review campus and student needs to keep morale high.

Keyes has a Professional Learning Community Framework. Staff members work in a collaborative manner by analyzing data and creating action plans for student academic growth. Through this model, teachers are able to focus on the three big rocks which align with our campus vision, mission, and goals. Another program we implement on campus is Capturing Kids hearts. This allows teachers to use SEL practices in the classroom which benefits students.

District Behavior Specialists presented De-escalation Techniques to utilize in the classroom. An effective school framework (aggressive monitoring) was presented to staff during PLC. Our focus in RLA is short-constructed responses as well as academic conversations.

School Processes & Programs Strengths

Based on 2022-23 data most staff was retained from the 2021-2022 school year. There were a few grade level adjustments based on campus need.

Teachers are provided an additional hour every other Friday to plan for RTI based on data and students needs. Keyes holds collaborative team meetings where teachers share data analysis, student performance, areas of strengths, and areas of growth. Strategies that are utilized are shared as a grade level to create a collaborative team environment. This process empowers teachers and grows them as instructional leaders.

Campus improvement committee meetings occur consistently throughout the year with prescriptive agendas focusing on data such as DCA's, interim and common formative assessments. Teachers, parents, and community members are involved in campus goals. Progress is tracked in Plan 4 Learning and updated quarterly. Data is also reviewed during collaborative team meetings. The focus is consistent between previous and current campus improvement plans.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We do not have a stringent system in place for new or struggling teachers. **Root Cause:** Need a more exacting process.

Problem Statement 2 (Prioritized): PLC time was not utilized effectively. **Root Cause:** Too much time was spent ineffectively and there was no action plan.

Perceptions

Perceptions Summary

Staff turnover at Keyes remains at a minimum. Teachers indicated administrators are visible and promote a positive school culture. The parent liaison at Paul Keyes has high parent involvement, consistent volunteers, and engaging parent seminars. Students at Keyes believe their teachers care about them and want them to be successful. Keyes Elementary's climate survey indicates there is a positive climate and culture throughout the campus. Multiple parent classes are offered throughout the school year. Parent volunteers are here daily at our campus. According to the parent survey, approximately 84% of parents know that their children's teachers care about them. Approximately, 92% of parents know that teachers have high expectations of their children. Approximately, 92% of parents feel that teachers communicate with them about the progress of their child.

Our parent liaison leads multiple meetings such as All Pro Dads, Brighter Bite food drive (new this year), Church food drive, Love and Logic, technology information sessions, health information, and computer classes. Our community attends our campus events such as reading and math night. Our Camp Kindergarten was new for the 22-23 school year.

Perceptions Strengths

Staff turnover at Keyes remains at a minimum.

Attendance increased from 92.95% (2021-2022) to 93.57% for (2022-2023).

Organized various family events on campus (fall and math night) to increase community participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus Improvement committee meetings need to be more prescriptive yielding higher student academic achievement. **Root Cause:** Resources have not been fully utilized and a systematic agenda needs to be implemented.

Problem Statement 2: Community engagement for All Pro Dads was only at 30% based on the total school parent population. **Root Cause:** All Pro Dad meetings were held in the morning instead of after school which decreased Parent participation.

Priority Problem Statements

Problem Statement 1: Attendance did not meet the 97% district expectation.

Root Cause 1: Attendance procedures had actionable steps that were not monitored with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3rd Grade Math Scores were 15th in the district out of 20 campuses.

Root Cause 2: There is no intentionality with differentiation during reteaching after an assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLC time was not utilized effectively.

Root Cause 3: Too much time was spent ineffectively and there was no action plan.






Problem Statement 3 Areas: School Processes & Programs

Goals

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

Performance Objective 1: The percentage of Kindergarten students (English and Spanish combined) on track on mClass will increase by 20% by May 2024.

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will monitor students' progress through mClass to drive targeted intervention. Strategy's Expected Result/Impact: At least 80% of students will show growth in reading assessments. Staff Responsible for Monitoring: Administration, instructional team</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: PLC time was not utilized effectively. Root Cause: Too much time was spent ineffectively and there was no action plan.</p>

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

Performance Objective 2: Increase in 3-5th Grade Math by a minimum of 20% by May 2024. Increase in 3rd-4th Reading by 15% in Meets.

Evaluation Data Sources: DCAs and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will monitor students' progress through DCA's, CFA's and MAP to drive targeted intervention and to reteach until mastery is shown.</p> <p>Strategy's Expected Result/Impact: Student achievement will be targeted through small group intervention during RTI and tutoring.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: PLC time was not utilized effectively. Root Cause: Too much time was spent ineffectively and there was no action plan.</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 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 2% to 5% by May 2024.

Evaluation Data Sources: EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will monitor students' progress through DCA's, CFA's and MAP to drive targeted intervention and to reteach until mastery is shown.</p> <p>Strategy's Expected Result/Impact: Student achievement will be targeted through small group intervention during RTI and tutoring.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 3rd Grade Math Scores were 15th in the district out of 20 campuses. Root Cause: There is no intentionality with differentiation during reteaching after an assessment.</p>

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

Performance Objective 1: Will increase attendance by 5% by May 2024 by offering student/parent incentives.

Evaluation Data Sources: Parent Climate Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance committee will meet every 2 weeks with fidelity to go over attendance goals and streamline objectives by contacting parents, using kininvolved, and offering incentives.</p> <p>Strategy's Expected Result/Impact: The committee aims to improve attendance rates by streamlining objectives and assessing progress towards goals at each meeting.</p> <p>Staff Responsible for Monitoring: Administration and instructional team</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	July
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance did not meet the 97% district expectation. Root Cause: Attendance procedures had actionable steps that were not monitored with fidelity.</p>

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

Performance Objective 2: Increase parent community engagement by offering All Pro Dad meeting in the afternoon by May 2024.

Evaluation Data Sources: Parent Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will plan accordingly to implement community events.</p> <p>Strategy's Expected Result/Impact: By offering these meetings in the afternoon, more parents may be able to attend as it can be difficult for parents who work in the mornings.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance did not meet the 97% district expectation. Root Cause: Attendance procedures had actionable steps that were not monitored with fidelity.</p>

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

Performance Objective 1: We will grow teacher leaders by offering opportunities for leadership throughout the year and retain 90-100% of our faculty by May 2024.

Evaluation Data Sources: End of year turnover rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will implement coaching cycles through out the year.</p> <p>Strategy's Expected Result/Impact: To establish a strong sense of leadership and commitment among the teaching staff, By offering opportunities for leadership throughout the year, teachers will feel valued and gain experience in leadership roles.</p> <p>Staff Responsible for Monitoring: instructional team and administration</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: PLC time was not utilized effectively. Root Cause: Too much time was spent ineffectively and there was no action plan.</p>

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

Performance Objective 2: 95% of teachers will report feeling supported and valued in their profession

Evaluation Data Sources: Feedback sessions

Strategy 1 Details	Reviews			
Strategy 1: The leadership team will provide feedback to help teachers grow in their profession Strategy's Expected Result/Impact: Teachers will feel supported and valued Staff Responsible for Monitoring: Administration team Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: PLC time was not utilized effectively. Root Cause: Too much time was spent ineffectively and there was no action plan.

State Compensatory

Budget for Keyes Elementary School

Total SCE Funds: \$29,120.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Keyes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Odila Quintero	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ailicec Diaz	K-2 Interventionist		
Gisela Rivera	3-5 Interventionist		
Maria Martinez	Parent Liaison		
Odila Quintero	Instructional Paraprofessional		