Irving Independent School District

Elliott Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Mission Statement

At Elliott, we will ensure that every student learns at high levels, grows academically, and socially

in a safe environment to become critical thinkers.

Vision

At Elliott, we envision a school in which staff personally commits to:

- **Working in positive and interdependent collaborative teams**
- **Seeking and delivering high impact instructional strategies for improving student learning**
- **Effectively monitoring each student's progress frequently**

Motto

Elliott Eagles Excel Everyday!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a neighborhood school with open enrollment servicing PK-5, which is 506 students. We are a Dual-language one way campus. The average years of a teacher's experience is 10.6. The average number of students per teacher is 14.2. We are a Title 1 campus. We offer a variety of programs such as Gifted-Talented, Bi-lingual ESL, Special Education, MTA Dyslexia, 504, Girlstart, STEM Lab, Broadcast, Counseling groups, and tutoring. Our attendance rate is 94.24%.

Economically Disadvantaged is 81.4% and our English Learners is 57%. SPED Students is 8.6%. G-T is 25%. At-Risk is 69.7%. Mobility rate is 11.1%. The Hispanic population is 84%.

Demographics Strengths

1. There has been an increase in parents' input and participation. The All Pro Dad program is new for the 2022-2023 school year.
2. Elliott, for the 2022-2023 school year has completely adopted and implemented the model of Capturing Kids Hearts for classroom management and discipline.
3. In 2022 - 2023, We've had 17 total referrals that were escalated and resulted in either ISS, OSS, or No Action Taken.
4. We went from 42 total escalated referrals in 2021-2022, to 17 total escalated referrals in 2022-2023, which resulted in a 40.48% reduction.
5. We went from 35 ISS designations in 2021-2022, to 9 in 2022-2023.
6. Our Special Education population has decreased from 9.4% in 2022 to 8.6% in 2023.
7. We have 46.4% of staff members with Master degrees.
8. We have an increase in Gift & Talented students; 21.6% in 2022 and 25% in 2023.
9. We have a decrease in our At Risk population; In 2022 71.9% compared to this year 69.7%.
10. Our student support staff is 7:1.
11. Our attendance rate is sitting at 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause:** Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Problem Statement 2 (Prioritized): In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%.   **Root Cause:** The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.

Problem Statement 3 (Prioritized): Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.   **Root Cause:** Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Problem Statement 4: 26% of our student population is identified as Gifted and Talented.   **Root Cause:** Students are under identified due to overlooking MAP scores .

Student Learning

Student Learning Summary

STAAR Report: All Grades by Subject
- Reading 21-22 - Approaches and above 74%, meets and above 44%, masters 23%
  - **By looking at approaches and above, we are 4% points from where we were pre-pandemic. (78%)**
- Math 21-22 - Approaches and above 67%, meets and above 36%, masters 18%
  - **By looking at approaches and above, our percentage increase from 59% to 67%, but we are still 19% shy off from where we were pre-pandemic. (86%)**
- Science 21-22 - Approaches and above 60%, meets and above 20%, masters and above 7%
  - **By looking at approaches and above, our percentage increase from 49% to 60%, but we are still 64% shy off from where we were pre-pandemic. (84%)**

TAPR Report: Each Grade, by Subject, Approaches and Above (Different Cohorts of Students)
- Reading:
  - 3rd Reading: In 21-22, 51% of students Approached or above on STAAR Reading. In 22-23, 77% of students Approached or above resulting in a 26 percentage point gain.
  - 4th reading: In 21-22, 49% of students Approached or above on STAAR Reading. In 22-23, 61% of students Approached or above resulting in a 12 percentage point gain.

MAP Report: Math
- Kinder - 69% of KIndergarten students at the EOY of 21-22 were Average and above. 69% of Kindergarten students at the MOY of 22-23 were average and above

- 1st Grade - 58% of 1st graders students at the EOY of 21-22 were Average and above. 57%% of Kindergarten students at the MOY of 22-23 were average and above

- 2nd - 61% of 2nd grade students at the EOY of 21-22 were Average and above. 67% of 2nd grade students at the MOY of 22-23 were average and above

- 3rd - 62% of 3rd grade students at the EOY of 21-22 were Average and above. 56% of 3rd grade students at the MOY of 22-23 were average and above

- 4th- 61% of 4th grade students at the EOY of 21-22 were Average and above. 69% of 4th grade students at the MOY of 22-23 were average and above
  .
- 5th - 42% of 5th grade students at the EOY of 21-22 were Average and above. 67% of 5th grade students at the MOY of 22-23 were average and above

mClass Report Reading

- Kinder-69 % of Kinder grade students at the EOY of 21-22 were Average and above. 73% of Kinder grade students at the MOY of 22-23 were average and above

- First -70 % of First grade students at the EOY of 21-22 were Average and above. 63% of First grade students at the MOY of 22-23 were average and above

- 2nd -41 % of 2nd grade students at the EOY of 21-22 were Average and above. 81% of 2nd grade students at the MOY of 22-23 were average and above

MAP Report: Reading

- 3rd - 59% of 3rd grade students at the EOY of 21-22 were Average and above.59 % of 3rd grade students at the MOY of 22-23 were average and above

- 4th- 48% of 4th grade students at the EOY of 21-22 were Average and above. 62% of 4th grade students at the MOY of 22-23 were average and above
  .
- 5th - 66% of 5th grade students at the EOY of 21-22 were Average and above. 63% of 5th grade students at the MOY of 22-23 were average and above

21-22 STAAR Performance

3rd Grade Reading: Approaches Hispanic-79%, White-63%, SpEd-57%, ED-79%

3rd Grade Reading: Meets-Hispanic-48%, White-50%, SpEd-29%, ED-46%
3rd Grade Reading: Masters-Hispanic-24%, White-25%, SpEd-0%, ED-23%

4th Grade Reading: Approaches Hispanic-60%, White-63%, SpEd-14%, ED-59%
4th Grade Reading: Meets-Hispanic-32%, White-63%, SpEd-0%, ED-31%
4th Grade Reading: Masters-Hispanic-11%, White-38%, SpEd-0%, ED-11%

5th Grade Reading: Approaches Hispanic-82%, White-100%, SpEd-44%, ED-81%, AA-80%
5th Grade Reading: Meets-Hispanic-45%, White-69%, SpEd-33%, ED-42%, AA-40%
5th Grade Reading: Masters-Hispanic-26%, White-54%, SpEd-22%, ED-25%, AA-20%

3rd Grade Math : Approaches Hispanic-68%, White-75%, SpEd-57%, ED-67%
3rd Grade Math: Meets-Hispanic-42%, White-50%, SpEd-29%, ED-39%
3rd Grade Math: Masters-Hispanic-23%, White-25%, SpEd-0%, ED-20%

4th Grade Math : Approaches Hispanic-69%, White-75%, SpEd-14%, ED-66%
4th Grade Math: Meets-Hispanic-36%, White-38%, SpEd-0%, ED-34%
4th Grade Math: Masters-Hispanic-24%, White-38%, SpEd-0%, ED-23%

5th Grade Math: Approaches Hispanic-61%, White-85%, SpEd-22%, ED-58%, AA-20%
5th Grade Math: Meets-Hispanic-21%, White-62%, SpEd-11%, ED-19%, AA-0%
5th Grade Math: Masters-Hispanic-5%, White-15%, SpEd-0%, ED-6%, AA-0%

5th Grade Science : Approaches Hispanic-56%, White-85%, SpEd-44%, ED-57%, AA-40%
5th Grade Science: Meets-Hispanic-18%, White-31%, SpEd-0%, ED-16%, AA-20%
5th Grade Science: Masters-Hispanic-6%, White-15%, SpEd-0%, ED-4%, AA-0%

PK Circle for 2021-2022 EOY (3rd) Wave School Year English and Spanish Combined
- Rapid Vocabulary-62% of students on track. 38% of students need support.
- Phonological Awareness-81% of students on track. 19% of students need support.
- Math-95% of students on track. 5% of students need support.
- Social Emotional- 86% of students on track. 14% of students need support.

- Early Writing Skills-95% of students on track. 5% of students need support.

mClass Report Reading
- Kinder-69 % of Kinder grade students at the EOY of 21-22 were Average and above
- First -70 % of First grade students at the EOY of 21-22 were Average and above
- 2nd -41 % of 2nd grade students at the EOY of 21-22 were Average and above

MAP Report Reading
- 3rd - 59% of 3rd grade students at the EOY of 21-22 were Average and above

MAP Report: Math
- Kinder - 69% of KIndergarten students at the EOY of 21-22 were Average and above.
- 1st Grade - 58% of 1st graders students at the EOY of 21-22 were Average and above.
- 2nd - 61% of 2nd grade students at the EOY of 21-22 were Average and above.
- 3rd - 62% of 3rd grade students at the EOY of 21-22 were Average and above.
- 4th- 61% of 4th grade students at the EOY of 21-22 were Average and above. .
- 5th - 42% of 5th grade students at the EOY of 21-22 were Average and above.

Student Learning Strengths

STAAR: All Grades Combined

1. For 2022 Reading 74% of our students were at Approaches and above, which is 4% points from where we were pre-pandemic 78%.

MAP Math

1. 2nd - 61% of 2nd grade students at the EOY of 21-22 were Average and above. 67% of 2nd grade students at the MOY of 22-23 were average and above.
2. 5th - 42% of 5th grade students at the EOY of 21-22 were Average and above. 67% of 5th grade students at the MOY of 22-23 were average and above.
3. 4th- 61% of 4th grade students at the EOY of 21-22 were Average and above. 69% of 4th grade students at the MOY of 22-23 were average and above.

<u>MAP Reading</u>

1. At the end of 2022, 42% of 2nd graders were average or above on mClass reading compared to 2023 MOY, 81% of 2nd grade students are average or above on mClass reading.
2. At the end of 2022, 59% of 3rd grade students were average or above on MAP reading compared to 2023 MOY, 59% of 3rd grade students are average or above on MAP reading.

<u>PK Circle</u>

1. At the end of 2022, PK Circle Math, 95% of our students were on track compared to 96% on track for math at MOY, 2023.
2. At the end of 2022, PK Circle for rapid vocabulary 62% of our students were on track compared to 67% at MOY for rapid vocabulary.
3. At the end of 2022, PK Circle for early writing skills 95% of our students were on track compared to 96% at MOY for early writing skills.

<u>mClass reading</u>

At the end of 2022, 69% of Kindergarten students were at average or above, on mClass reading compared to 2023 MOY, 73% of Kindergarten students are at average or above on mClass reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In mClass Monolingual reading 70% of Kinder grade students at the end of 2022 school year were at Average and above. 51% of these cohort of students at EOY for 2023 are average and above.   **Root Cause:** The level of rigor in decoding skills of multisyllabic words increases from Kinder to first grades.

Problem Statement 2 (Prioritized): Students continue to struggle with the foundations of writing. From STAAR 2023, we received 0.12 points out of 1 point on TEK 4.11bi on the 4th grade RLA STAAR test.   **Root Cause:** Lack of explicit writing instruction across grade levels.

Problem Statement 3 (Prioritized): Students continue to struggle in the foundations of the science. On STAAR 2023, we received 0.2 points out of 1 point for TEK 5.8B on the 5th grade Science STAAR test.   **Root Cause:** The lack of scaffolding and vertically aligning the rigor of the grade level TEK, and the lack of explaining the hands on labs, in relation to real world connections.

Problem Statement 4 (Prioritized): The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause:** Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Problem Statement 5 (Prioritized): In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%.   **Root Cause:** The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.

Problem Statement 6: 26% of our student population is identified as Gifted and Talented.   **Root Cause:** Students are under identified due to overlooking MAP scores .

Problem Statement 7 (Prioritized): Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.   **Root Cause:** Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

School Processes & Programs

School Processes & Programs Summary

We first begin by searching TalentEd for high-quality candidates based on their resume and experience, and we also attend district job fairs. Afterwards, we select candidates for interviews and assemble a committee to do the interviewing, which usually include principals, academic specialists and one or all teachers from the team being hired for. As part of the hiring process, we have the candidate come back for a second round interview, which involves them teaching a lesson to a class. After we have interviewed all potential candidates selected, then the committee sits down and votes or decides on which candidate would be the best fit for the position. Finally, the selected candidate is offered to be recommended for hire.

School Processes & Programs Strengths

1. We send out surveys to our stakeholders to get input about what is causing students to perform low in different areas.
2. We practice CKH (Capturing Kids Hearts).
3. We use CHAMPS (Conversation, Help, Activity, Movement, Participation and Success) in the common areas.
4. We use STEM (Science, Technology, Engineering and Mathematics) and the DLC co-teaches lessons with teachers.
5. Selected 5th graders are chosen for Safety Patrol.
6. 4th and 5th grade girls are selected for Girlstart. This program provides Science enrichment.
7. Selected students participate in a Google Art Club.
8. Selected 5th grade students participate in choir club.
9. Designated time is made on the Master schedule for students to receive intervention and enrichment.
10. Tier I instruction is protected on the master schedule so every student receives on grade level TEKS/skills.
11. Every student (PK-5) is given a Chromebook.
12. With utilizing CKH philosophy and being intentional with providing opportunities for social skills, office referrals for this school year; are at 17 escalated referrals compared to the 42 escalated referrals last year.
13. We offer a WOW Attendance Store each six weeks for students that have perfect attendance, for that six weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In mClass Monolingual reading 70% of Kinder grade students at the end of 2022 school year were at Average and above. 51% of these cohort of students at EOY for 2023 are average and above.   **Root Cause:** The level of rigor in decoding skills of multisyllabic words increases from Kinder to first grades.

Problem Statement 2 (Prioritized): Students continue to struggle with the foundations of writing. From STAAR 2023, we received 0.12 points out of 1 point on TEK 4.11bi on the 4th grade RLA STAAR test.   **Root Cause:** Lack of explicit writing instruction across grade levels.

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Problem Statement 4 (Prioritized): Students continue to struggle in the foundations of the science. On STAAR 2023, we received 0.2 points out of 1 point for TEK 5.8B on the 5th grade Science STAAR test.   **Root Cause:** The lack of scaffolding and vertically aligning the rigor of the grade level TEK, and the lack of explaining the hands on labs, in relation to real world connections.

Problem Statement 5 (Prioritized): School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information.   **Root Cause:** Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

Perceptions

Perceptions Summary

Review the Data Response from 2021-2022 CNA

Look at 2022-23 data: What is different and new? Do you see any trends in the data?

Current Turn over (22-23)
PK - no changes
K - 1 change (1 new teacher)
1 - no changes
2 - 1 change (1 new teacher)
3 - 1 new teacher (math)
4 - no changes
5 - 3 new teachers

Perceptions Strengths

1. We went from 42 total escalated referrals in 2021-2022, to 17 total escalated referrals in 2022-2023, which resulted in a 40.48 percent reduction.
2. We went from 2 assaults against another employee in 2021-2022 to only 1 in 2022-2023, and no assaults against someone other than an employee.
3. We went from 35 ISS designations in 2021-2022, to 9 in 2022-2023.
4. A parent survey is shared at every parent engagement night to elicit support needs. The District goal was 50% of the student enrollment. As of March 31, our goal was surpassed with 397 surveys complete.
5. Parent Liaison engages with the community to gather resources for families based on needs. (Irving Cares, Irving Bible Church, etc) Food, clothes and personal supplies.
6. At BOY, Elliott participated in a fundraiser/teacher pie in the face contest and raised over $500.00 which was given to Irving Cares as a donation.
7. Most parents have an overall a sense of safety and belonging at Elliott.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information. **Root Cause:** Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

Problem Statement 2 (Prioritized): In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%. **Root Cause:** The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.

Problem Statement 3 (Prioritized): Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause:** Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Problem Statement 4 (Prioritized): The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%. **Root Cause:** Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Priority Problem Statements

Problem Statement 1: In mClass Monolingual reading 70% of Kinder grade students at the end of 2022 school year were at Average and above. 51% of these cohort of students at EOY for 2023 are average and above.

Root Cause 1: The level of rigor in decoding skills of multisyllabic words increases from Kinder to first grades.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information.

Root Cause 2: Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Students continue to struggle with the foundations of writing. From STAAR 2023, we received 0.12 points out of 1 point on TEK 4.11bi on the 4th grade RLA STAAR test.

Root Cause 3: Lack of explicit writing instruction across grade levels.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Professional Development Implementation

Problem Statement 4: Students continue to struggle in the foundations of the science. On STAAR 2023, we received 0.2 points out of 1 point for TEK 5.8B on the 5th grade Science STAAR test.

Root Cause 4: The lack of scaffolding and vertically aligning the rigor of the grade level TEK, and the lack of explaining the hands on labs, in relation to real world connections.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Professional Development Implementation

Problem Statement 5: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.

Root Cause 5: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.

Root Cause 6: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%.

Root Cause 7: The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.

Problem Statement 7 Areas: Demographics - Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Students in grades 3-5 will visit a Irving high school so they can see what programs are available, and speak with students regarding their high school experience.

High Priority

Evaluation Data Sources: All 3rd-5th students attended Irving high schools last year to see the different programs available and speak with students regarding their high school experience.

Strategy 1 Details	Reviews			
Strategy 1: Counselors will set up dates/high schools for grades 3-5 visit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in grades 3-5 are excited and motivated to attend school beyond elementary.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Administrator and counselors. **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Student Learning 4, 7 - School Processes & Programs 3 - Perceptions 3, 4 **Funding Sources:** Bus transportation - 199 - General Funds - $500				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.   **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Student Learning
Problem Statement 4: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.
Problem Statement 7: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.   **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

School Processes & Programs
Problem Statement 3: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Perceptions
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships.   **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.
Problem Statement 4: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%.   **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

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

Performance Objective 2: Identification of Gifted and Talented students will be increased by 5% using MAP data in the area of math at MOY and EOY.

High Priority

Evaluation Data Sources: Communicate the process with teachers for identifying GT students at 80% or above in math in grades 1-5.

Administrators, Academic Support, and Counselors will check students that meet the 80% or above in math MAP and are not already identified Gifted and Talented and evaluate the possibility of a GT referral, at MOY, and EOY.

Strategy 1 Details	Reviews			

Strategy 1: Teachers and counselors will utilize MAP Math data to identify students at 80% or above in math, qualifying them for the Gifted and Talented program.
   Strategy's Expected Result/Impact: Increase the number of identified GT students.
   Staff Responsible for Monitoring: Teachers
Counselors
Academic Support
 	
Title I:
2.4, 2.5
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: Utilizing 2023 STAAR Science data, the number of students that performed at "meets" was 21.69% and we will increase by 3% (24.69%) on 2024 STAAR Science.

High Priority

Evaluation Data Sources: Science STAAR
DCA

Strategy 1 Details	Reviews			
Strategy 1: Connecting and transferring hands on lab/concepts to real world applications, by using process standard science TEKS to move students from concrete to abstract thinking.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase of the use of scientific practices during laboratory and scientific investigations, and increase the use of critical thinking and scientific problem solving to make informed decisions. Increase the overall percentage of students performing at meets. **Staff Responsible for Monitoring:** Science teachers Administrators **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 4: Utilizing 2023 third wave Circle, we will increase the number of PK students on track from 57% to 75% 2024 third wave Circle in the area of alliteration.

High Priority

Evaluation Data Sources: PK Circle
Daily repeated classroom practice

Strategy 1 Details	Reviews			
Strategy 1: Pk teachers will use songs, same sound phrases, and tongue twister practices daily in the classroom to increase student knowledge of alliteration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: To increase students on track to 75% in the area of alliteration. **Staff Responsible for Monitoring:** PK Teachers Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 scoring at MEETS or above on STAAR Reading from 57 % to 62% by May 2024. Increase the percentage of Emergent Bilingual students at Meets or Above in STAAR Reading by 5% by May 2024.

High Priority

Evaluation Data Sources: 23-24 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Students reading comprehension will be monitored weekly by their ELAR teacher utilizing high quality instructional materials to ensure fluency and inferencing skills are mastered.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Improved comprehension of grade level text as evidence in daily work, district assessments and state evaluations. **Staff Responsible for Monitoring:** Teachers, Interventionist **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 211 - Title I-A				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed Extended Constructed Response opportunities with texts read to continue to develop student's writing skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Improved and targeted written responses from students. DCA, Classwork **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: In mClass Monolingual reading 70% of Kinder grade students at the end of 2022 school year were at Average and above. 51% of these cohort of students at EOY for 2023 are average and above. **Root Cause**: The level of rigor in decoding skills of multisyllabic words increases from Kinder to first grades.

School Processes & Programs
Problem Statement 1: In mClass Monolingual reading 70% of Kinder grade students at the end of 2022 school year were at Average and above. 51% of these cohort of students at EOY for 2023 are average and above. **Root Cause**: The level of rigor in decoding skills of multisyllabic words increases from Kinder to first grades.

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

Performance Objective 6: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 63 % to 70% by May 2024. Increase the percentage of Special Education students scoring at MEETS or above on STAAR Math by 4%.

High Priority

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews			
Strategy 1: Tutoring support will be provided for students identified based on district and classroom assessment data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve Algebraic Reasoning and problem solving skills.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers and Interventionist. **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 7 - Perceptions 3 **Funding Sources:** - 211 - Title I-A, - 199 - General Funds				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Student Learning
Problem Statement 7: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Perceptions
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

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

Performance Objective 1: All Pro Dad event will be held at least six times for the 2024 school year.

High Priority

Evaluation Data Sources: All parents and guardians will be provided an opportunity to participate in All Pro Dad events. Parents/guardians will have the opportunity to share and/or lead at each event.

Strategy 1 Details	Reviews			
Strategy 1: 3 Fall and 3 spring events will be held on campus to engage parents/guardians with positive talk to promote healthy relationships.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased number of parents/guardians on our campus at these events compared to last year. **Staff Responsible for Monitoring:** Parent Liaison All Pro Dad Lead **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - Perceptions 1 **Funding Sources:** supplies for activities and food - 211 - Title I-A - $1,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information.   **Root Cause**: Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

Perceptions
Problem Statement 1: School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information.   **Root Cause**: Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

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

Performance Objective 2: The parent liaison will provide classes to families, at least once a month, during the school day to increase engagement on our campus.

High Priority

Evaluation Data Sources: The parent liaison will provide classes to parents and the community based on feedback from the parent survey.

Strategy 1 Details			Reviews			
Strategy 1: Increase the number of parents attending classes to promote engagement on our campus. and increase the number of volunteers on our campus.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase the number of volunteers on our campus. **Staff Responsible for Monitoring:** Parent Liaison **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - Perceptions 1 **Funding Sources:** supplies for classes - 211 - Title I-A - $1,500						
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information. **Root Cause**: Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.
Perceptions
Problem Statement 1: School Messenger email is used to relay important information. Approximately 50 to 60% of parents are not opening email to receive the information. **Root Cause**: Roughly 1, 275 parents are connected and use Dojo has their top form of communication. Being consistent with one platform will be beneficial.

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

Performance Objective 1: We will provide mentors at the campus level for teachers who are new to teaching or new to Elliott.

High Priority

Evaluation Data Sources: Provide monthly check-ins/meetings.
Provide time weekly for the mentor and mentee to meet to discuss needs and how to support.

Strategy 1 Details	Reviews			
Strategy 1: New teachers to Elliott will receive coaching throughout the 2023-2024 school year to provide support academically and socially.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain 88% of new Elliott teachers. Retain 7 out of the 8 new Elliott teachers. **Staff Responsible for Monitoring:** Administrator and Campus mentors **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Supplies for activities each month - 199 - General Funds - $500	**Nov**	**Feb**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Elliott will have committee leads to guide/facilitate committee meetings each month.

High Priority

Evaluation Data Sources: Increase collaboration among professional staff.
Provide leadership roles to teachers.
Increase accountability within the campus and staff.

Strategy 1 Details	Reviews			
Strategy 1: Committee leads will oversee the agenda for the committee meetings and facilitate the meeting to bring about collaboration and solutions to topics that are presented.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Increased collaboartion among colleagues and feedback to solutions that are created by campus staff.
   Staff Responsible for Monitoring: Committee Leads
 	
   Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 7 - School Processes & Programs 3 - Perceptions 2, 3, 4
   Funding Sources: Materials and resources - 199 - General Funds - $1,000				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%. **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.
Problem Statement 2: In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%. **Root Cause**: The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

Student Learning
Problem Statement 4: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%. **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.
Problem Statement 5: In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%. **Root Cause**: The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.
Problem Statement 7: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.

School Processes & Programs
Problem Statement 3: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%. **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

Perceptions
Problem Statement 2: In PK, 9% of students do not attend school consistently throughout the school year, making an overall attendance rate for PK at 91%. **Root Cause**: The lack of effective communication made face to face to PK parents regarding daily attendance, and data connecting attendance to learning and the expectations of PK.
Problem Statement 3: Of the 67 2nd grade students, 22 students performed at the 40% or below, in numerical representations and relationships, as well as computations and algebraic relationships. **Root Cause**: Minimal exposure to Number Talks causes a gap in numerical sense and math fluency across 2nd grade.
Problem Statement 4: The attendance rate goal for Elliott is 96%, and for the 2023 school year we ended at 94.75%. **Root Cause**: Despite facts that are shared with parents monthly about the harmful effects of children not attending school, the connection of attendance to student achievement data needs to be communicated more effectively.

State Compensatory

Budget for Elliott Elementary School

Total SCE Funds: $24,480.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

SCE funds are used for supplies and resources for tutoring and small group instruction.

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

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

Title I Personnel

Name	Position	Program	FTE
Angie Villegas	Intervention Specialist	Title I	75,047
Elizabeth Pina	Parent Liaison	Title I	29,469
Laura Toscano	Title I General Aide	Title I	25,863

Campus Funding Summary

199 - General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Bus transportation		$500.00
1	6	1			$0.00
3	1	1	Supplies for activities each month		$500.00
3	2	1	Materials and resources		$1,000.00
				Sub-Total	$2,000.00
211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	6	1			$0.00
2	1	1	supplies for activities and food		$1,000.00
2	2	1	supplies for classes		$1,500.00
				Sub-Total	$2,500.00