

**Irving Independent School District**  
**Britain Elementary School**  
**2023-2024 Goals/Performance Objectives/Strategies**

# Mission Statement

Our mission is to provide students with academic, social, and emotional support by creating a safe school climate where all students learn at high levels.

## Vision

To create an environment where students can reach their full potential across all levels; socially, emotionally, and academically.

## Collective Commitments

Britain's Collective Commitments:

1. If we will ensure all students learn at high levels, then members of our faculty on each Professional Learning Team (PLT) will continuously invest in working collaboratively on the four questions aligned with student learning.
2. If we will ensure all students learn at high levels, then members of our faculty on each PLT will create a guaranteed and viable curriculum.
3. If we will ensure all students learn at high levels, then members of our faculty on each PLT will utilize frequent common formative assessments to continuously monitor student learning of essential knowledge and skills.

4. If we will ensure all students learn at high levels, then members of our faculty on each PLT will use the results of common assessments to identify students in need of additional learning support.
5. If we will ensure all students learn at high levels, then members of our faculty on each PLT will create an environment for everyone, where we communicate with empathy, patience, and encouragement.

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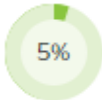
Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student. 31


# Goals





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

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

**HB3 Goal**  
**Evaluation Data Sources:** Circle Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PK teachers will track student progress using a campus-created data tracking sheet. <b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored to ensure that they are on target to meet grade level expectations. <b>Staff Responsible for Monitoring:</b> Teachers, Academic Specialists, Interventionist and Admin  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> - 211 - Title I-A	Formative			Summative
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Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills. <b>Strategy's Expected Result/Impact:</b> Students will increase their English/Spanish developmental literacy skills during small group with their teachers. <b>Staff Responsible for Monitoring:</b> Teachers, Academic Specialists, Interventionist and Admin  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> - 211 - Title I-A		Formative			Summative
		Nov	Feb	Apr	July
					

 No Progress
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### Performance Objective 1 Problem Statements:



Student Learning
<b>Problem Statement 5:</b> Teachers struggled to identify targeted needs for each student. <b>Root Cause:</b> Teachers struggled to correctly analyze data sources by the student by the standard.

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

**Performance Objective 2:** Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 92% to 98% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** Circle Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PK teachers will track student progress using a campus-created data tracking sheet. <b>Strategy's Expected Result/Impact:</b> The progress of each student will be monitored to ensure that they are on target to meet grade level expectations. <b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations. <b>Strategy's Expected Result/Impact:</b> Students not making expected progress will receive timely and targeted Tier 2 instruction. <b>Staff Responsible for Monitoring:</b> Teachers, AS, and Admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 5	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



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## Performance Objective 2 Problem Statements:

### Student Learning

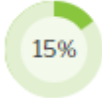
**Problem Statement 5:** Teachers struggled to identify targeted needs for each student. **Root Cause:** Teachers struggled to correctly analyze data sources by the student by the standard.


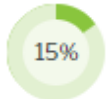


**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 3:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 23% to 28% by May 2024.  
Increase the percentage of Hispanic students from 22% to 27% by May 2024.

**HB3 Goal**  
**Evaluation Data Sources:** 23-24 Reading STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p><b>Strategy 1:</b> 3-5 reading teachers will be trained on how to create common formative reading assessments by our academic specialist. Teachers will then administer the common formative assessments every two weeks on the essential standards taught and use this data during that week's data meeting to then plan for interventions and/or reteach for the following week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify student needs more strategically and efficiently to be able to close gaps increasing student's chances to be more successful in their learning and on how stakes test.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist will review the common formative assessments in advance, before students take the assessment, and provide feedback to teachers in order to ensure the rigor is present as well as monitor the alignment of the tested questions.</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4, 5 <b>Funding Sources:</b> - 211 - Title I-A, - 199 - General Funds</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3-5 reading teachers will participate in data talks every two weeks beginning in August and lasting through May using our data talk form from Solution Tree. These data talks will consist of analyzing student's knowledge/progress of essential standards, MAP results and CORE. Each data talk is focused on one of the specific areas. MAP data talks will occur at beginning, middle and end of the school year. CORE data talks will occur about every 6-9 weeks when the assessment is administered. The majority of the data talks will be analyzing student progress on the essential standards every two weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students by name and by standard which will allow them to effectively meet their student's academic needs to ensure success and the closing of any learning gaps. Teachers will also be able to identify if accommodations are working for our special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will participate in all data talks and analyze each teacher's data prior to the data talks to help teachers make informed decisions related to each student and their instruction. We will also monitor our Britain data tracker for each student.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4, 5, 7</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All PK-5 teachers have been trained on how to effectively unpack essential standards using a know/show chart to better understand the entire standard and effectively ensure their lessons and demonstration of learning is aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will deliver effective instruction using high quality instructional material so that their lessons are aligned to the standard and meet the rigor as well. Teacher teams will be able to plan more effectively and efficiently during their weekly planning time because they will have a better understanding of their focus standard.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will be responsible for helping grade levels plan and monitor lesson alignment through teacher lesson plans.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



Accomplished



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**Performance Objective 3 Problem Statements:****Student Learning**

**Problem Statement 4:** Teachers do not fully understand the reading standards to properly deliver the lesson. **Root Cause:** Demonstration of learning is not aligned with the rigor of the standard.

**Problem Statement 5:** Teachers struggled to identify targeted needs for each student. **Root Cause:** Teachers struggled to correctly analyze data sources by the student by the standard.

**Problem Statement 7:** Special Education students have not been provided all appropriate accommodations to help them be successful. **Root Cause:** Special Education teachers and general education teachers are not collaborating on accommodations.

**School Processes & Programs**

**Problem Statement 2:** Teachers not effectively using know/show charts when planning. **Root Cause:** There are no clear expectations on how to use the know/show charts beyond purposeful planning.

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

**Performance Objective 4:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/ Spanish combined) from 42% to 47% by May 2024.

Increase the percentage of fourth grade students from 37% to 42% by May 2024.

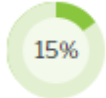
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 31% to 36% by May 2024.


Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 68% to 73% by May 2024.







Increase the percentage of second grade monolingual students from 18% to 23% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** Reading MAP Data, Reading mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
<p><b>Strategy 1:</b> NWEA representative will train our staff in September, using our BOY data, on how to effectively use the NWEA MAP reports to help adjust Tier 1 instruction as well as small group instruction based on their student's data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding on how to analyze the most effective MAP reports and apply it to their instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist will help teachers throughout the year with future analyzation of MAP reports as well as monitor student growth.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Britain K-5 teachers will be trained by our interventionist and academic specialist on the implementation of 3 reading stations that will occur during small group time school wide, beginning with our first training in August. Station 1 is a Word Work station for all K-2 reading classes and reading fluency for 3-5 reading classes. Station 2 is Response to Writing station for all K-5 classrooms and station 3 is Comprehension for all K-5 students. Full implementation of all stations will occur by November.</p> <p><b>Strategy's Expected Result/Impact:</b> With these school wide station implementations students will be more engaged during small group times, the use of high quality instructional materials will be utilized, student station activities will be aligned.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor the implementation of stations during their walk throughs and will assist teachers as needed.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> K-5 reading teachers will participate in data talks every two weeks beginning in August and lasting through May using our data talk form from Solution Tree. These data talks will consist of analyzing student's knowledge/progress of essential standards, MAP results, mClass and CORE. Each data talk is focused on one of the specific areas. MAP and mClass data talks will occur at beginning, middle and end of the school year. CORE data talks will occur about every 6-9 weeks when the assessment is administered. The majority of the data talks will be analyzing student progress on the essential standards every two weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students by name and by standard which will allow them to effectively meet their student's academic needs to ensure success and the closing of any learning gaps. Teachers will also be able to identify if accommodations are working for our special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will participate in all data talks and analyze each teacher's data prior to the data talks to help teachers make informed decisions related to each student and their instruction. We will also monitor our Britain data tracker for each student.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4, 5, 7</p>		Formative			Summative
		Nov	Feb	Apr	July
					
Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> K-5 Bilingual teachers will be fully trained on sound wall and utilize the english sound wall in their classroom to help our emergent bilingual students make connections between the Spanish and English language.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know which sounds in Spanish directly transfer to the sounds in English to help them become fluent readers in both languages.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>		Formative			Summative
		Nov	Feb	Apr	July
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 4 Problem Statements:


Demographics
<b>Problem Statement 1:</b> Referrals have increased in 2022-2023. <b>Root Cause:</b> Lack of Classroom Management Systems.
Student Learning
<b>Problem Statement 4:</b> Teachers do not fully understand the reading standards to properly deliver the lesson. <b>Root Cause:</b> Demonstration of learning is not aligned with the rigor of the standard.
<b>Problem Statement 5:</b> Teachers struggled to identify targeted needs for each student. <b>Root Cause:</b> Teachers struggled to correctly analyze data sources by the student by the standard.
<b>Problem Statement 7:</b> Special Education students have not been provided all appropriate accommodations to help them be successful. <b>Root Cause:</b> Special Education teachers and general education teachers are not collaborating on accommodations.
Perceptions
<b>Problem Statement 1:</b> Our attendance has declined by 3%. <b>Root Cause:</b> Students miss school because they are not engaged in their classroom.

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


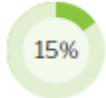
**Performance Objective 5:**

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 36% to 41% by May 2024.  
Increase the percentage of second grade students from 28% to 33% by May 2024.

**HB3 Goal**  
**Evaluation Data Sources:** Math MAP

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> NWEA representative will train our staff in September, using our BOY data, on how to effectively use the NWEA MAP reports to help adjust Tier 1 instruction as well as small group instruction based on their student's data. <b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding on how to analyze the most effective MAP reports and apply it to their instruction. <b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist will help teachers throughout the year with future analyzation of MAP reports as well as monitor student growth.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 5		Formative			Summative
		Nov	Feb	Apr	July
					



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Britain K-5 teachers will be trained by our interventionist and academic specialist on the implementation of 4 math stations that will occur during small group time school wide, beginning with our first training in September. Station 1 is Fact Fluency. Station 2 is Place Value for K-2 and Vocabulary for 3rd-5th. Station 3 is Word Problems/Problem Solving. Station 4 is spiraling.</p> <p><b>Strategy's Expected Result/Impact:</b> With these school wide station implementations students will be more engaged during small group times, the use of high quality instructional materials will be utilized, student station activities will be aligned.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor the implementation of stations during their walk throughs and will assist teachers as needed.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> K-2 math teachers will participate in data talks every three weeks beginning in August and lasting through May using our data talk form from Solution Tree. These data talks will consist of analyzing student's knowledge/progress of essential standards and MAP results. Each data talk is focused on one of the specific areas. MAP data talks will occur at beginning, middle and end of the school year. The majority of the data talks will be analyzing student progress on the math essential standards every three weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students by name and by standard which will allow them to effectively meet their student's academic needs to ensure success and the closing of any learning gaps. Teachers will also be able to identify if accommodations are working for our special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will participate in all data talks and analyze each teacher's data prior to the data talks to help teachers make informed decisions related to each student and their instruction. We will also monitor our Britain data tracker for each student.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 5, 7</p>	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



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**Performance Objective 5 Problem Statements:**

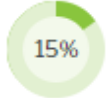
Demographics
<b>Problem Statement 1:</b> Referrals have increased in 2022-2023. <b>Root Cause:</b> Lack of Classroom Management Systems.
Student Learning
<b>Problem Statement 3:</b> Teachers are not teaching the entire standard for math TEKS. <b>Root Cause:</b> Not understanding how to fully unpack each Math Standard.
<b>Problem Statement 5:</b> Teachers struggled to identify targeted needs for each student. <b>Root Cause:</b> Teachers struggled to correctly analyze data sources by the student by the standard.
<b>Problem Statement 7:</b> Special Education students have not been provided all appropriate accommodations to help them be successful. <b>Root Cause:</b> Special Education teachers and general education teachers are not collaborating on accommodations.
Perceptions
<b>Problem Statement 1:</b> Our attendance has declined by 3%. <b>Root Cause:</b> Students miss school because they are not engaged in their classroom.



**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 21% to 26% by May 2024.  
Increase the percentage of Hispanic students from 20% to 25% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** 23-24 STAAR Math Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3-5 math teachers will be trained on how to create common formative math assessments by our academic specialist. Teachers will then administer the common formative assessments every two weeks on the essential standards taught and use this data during that week's data meeting to then plan for interventions and/or reteach for the following week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify student's math needs more strategically and efficiently to be able to close gaps increasing student's chances to be more successful in their learning and on how stakes test.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist will review the common formative assessments in advance, before students take the assessment, and provide feedback to teachers in order to ensure the rigor is present as well as monitor the alignment of the tested questions.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> 3-5 math teachers will participate in data talks every two weeks beginning in August and lasting through May using our data talk form from Solution Tree. These data talks will consist of analyzing student's knowledge/progress of essential standards and MAP results. Each data talk is focused on one of the specific areas. MAP data talks will occur at beginning, middle and end of the school year. The majority of the data talks will be analyzing student progress on the math essential standards every two weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students by name and by standard which will allow them to effectively meet their student's academic needs to ensure success and the closing of any learning gaps. Teachers will also be able to identify if accommodations are working for our special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will participate in all data talks and analyze each teacher's data prior to the data talks to help teachers make informed decisions related to each student and their instruction. We will also monitor our Britain data tracker for each student.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 5, 7</p>		Formative			Summative
		Nov	Feb	Apr	July
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> All PK-5 teachers have been trained on how to effectively unpack essential standards using a know/show chart to better understand the entire standard and effectively ensure their lessons and demonstration of learning is aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will deliver effective instruction using high quality instructional material so that their lessons are aligned to the standard and meet the rigor as well. Teacher teams will be able to plan more effectively and efficiently during their weekly planning time because they will have a better understanding of their focus standard.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will be responsible for helping grade levels plan and monitor lesson alignment through teacher lesson plans.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>		Formative			Summative
		Nov	Feb	Apr	July
					



No Progress



Accomplished



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Discontinue

**Performance Objective 6 Problem Statements:****Student Learning****Problem Statement 3:** Teachers are not teaching the entire standard for math TEKS. **Root Cause:** Not understanding how to fully unpack each Math Standard.**Problem Statement 5:** Teachers struggled to identify targeted needs for each student. **Root Cause:** Teachers struggled to correctly analyze data sources by the student by the standard.**Problem Statement 7:** Special Education students have not been provided all appropriate accommodations to help them be successful. **Root Cause:** Special Education teachers and general education teachers are not collaborating on accommodations.**School Processes & Programs****Problem Statement 2:** Teachers not effectively using know/show charts when planning. **Root Cause:** There are no clear expectations on how to use the know/show charts beyond purposeful planning.


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



**Performance Objective 7:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 43% to 48% by May 2024.

Increase the percentage of fifth grade students from 31% to 36% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** Math MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> NWEA representative will train our staff in September, using our BOY data, on how to effectively use the NWEA MAP reports to help adjust Tier 1 instruction as well as small group instruction based on their student's data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding on how to analyze the most effective MAP reports and apply it to their instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist will help teachers throughout the year with future analyzation of MAP reports as well as monitor student growth.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Britain K-5 teachers will be trained by our interventionist and academic specialist on the implementation of 4 math stations that will occur during small group time school wide, beginning with our first training in September. Station 1 is Fact Fluency. Station 2 is Place Value for K-2 and Vocabulary for 3rd-5th. Station 3 is Word Problems/Problem Solving. Station 4 is spiraling.</p> <p><b>Strategy's Expected Result/Impact:</b> With these school wide station implementations students will be more engaged during small group times, the use of high quality instructional materials will be utilized, student station activities will be aligned.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor the implementation of stations during their walk throughs and will assist teachers as needed.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3-5 math teachers will participate in data talks every two weeks beginning in August and lasting through May using our data talk form from Solution Tree. These data talks will consist of analyzing student's knowledge/progress of essential standards and MAP results. Each data talk is focused on one of the specific areas. MAP data talks will occur at beginning, middle and end of the school year. The majority of the data talks will be analyzing student progress on the math essential standards every two weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students by name and by standard which will allow them to effectively meet their student's academic needs to ensure success and the closing of any learning gaps. Teachers will also be able to identify if accommodations are working for our special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and academic specialist will participate in all data talks and analyze each teacher's data prior to the data talks to help teachers make informed decisions related to each student and their instruction. We will also monitor our Britain data tracker for each student.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 5, 7</p>	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 7 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> Referrals have increased in 2022-2023. <b>Root Cause:</b> Lack of Classroom Management Systems.
Student Learning
<b>Problem Statement 3:</b> Teachers are not teaching the entire standard for math TEKS. <b>Root Cause:</b> Not understanding how to fully unpack each Math Standard.
<b>Problem Statement 5:</b> Teachers struggled to identify targeted needs for each student. <b>Root Cause:</b> Teachers struggled to correctly analyze data sources by the student by the standard.
<b>Problem Statement 7:</b> Special Education students have not been provided all appropriate accommodations to help them be successful. <b>Root Cause:</b> Special Education teachers and general education teachers are not collaborating on accommodations.
Perceptions
<b>Problem Statement 1:</b> Our attendance has declined by 3%. <b>Root Cause:</b> Students miss school because they are not engaged in their classroom.


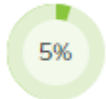




**Goal 2:** In Irving ISD, we will increase parent and community engagement in the city of Irving.







**Performance Objective 1:** Increase the number of family events/nights from 4 in 2022-2023 to 8 family events/nights in 2023-2024.

**Evaluation Data Sources:** Sign in sheets and event flyers will be available for each event. Our parent liaison will help distribute fliers and recruit parents to volunteer at the events.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Britain will host a Grandparent's Day breakfast celebration in September to honor grandparents. <b>Strategy's Expected Result/Impact:</b> Students will bring their grandparents for a special breakfast and our parent liaison will assist in letting grandparents know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199 - General Funds, - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Britain will host our annual Trunk or Treat celebration in October along with our Book Fair this evening. <b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199 - General Funds, - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Britain will host Breakfast with Santa on a Saturday morning in December for our families and community members to enjoy breakfast and take photos with Santa.</p> <p><b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Britain will host our Family Reading night in December for families to enjoy reading related activities with a Holidays Around the World Theme.</p> <p><b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Britain will host our Donuts with Dads event in January for students to honor their dads. <b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Britain will host a Friendship Dance for our families in February. <b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Britain will host our family Math Night in February for our families to enjoy math activities with their student. <b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199 - General Funds, - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Britain will host Muffins with Mom to honor our Britain Mothers. <b>Strategy's Expected Result/Impact:</b> Britain students and the Britain community are invited to attend this event. Our parent liaison and PTO will assist in letting attendees know how they can volunteer at our campus. <b>Staff Responsible for Monitoring:</b> Parent Liaison and PTO will host and organize this event in hopes of recruiting more community member volunteers.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Feb	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Our attendance has declined by 3%. <b>Root Cause:</b> Students miss school because they are not engaged in their classroom.

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

**Performance Objective 2:** Our parent liaison will team up with other campus stake holders to conduct classes to inform parents of information relevant to their child/children.

**Evaluation Data Sources:** Parent liaison will have sign in sheets and will recruit more parents to attend her classes as well as volunteer on campus.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our counselors will lead 3 parent classes with topics related to their children alongside our parent liaison. Classes will consist of bullying vs conflict, cyber bullying, and mental health awareness. <b>Strategy's Expected Result/Impact:</b> Parents will become more knowledgeable in these areas and be able to identify and assist their child if needed. <b>Staff Responsible for Monitoring:</b> Parent liaison and counselors.  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1 <b>Funding Sources:</b> - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our librarian and parent liaison will bring in the Irving Public library to talk with parents on what the public library offers as well as sign parents up for library cards. <b>Strategy's Expected Result/Impact:</b> Parents will have access to not only Britain library but Irving public library and have place to help foster a love for reading with their student. <b>Staff Responsible for Monitoring:</b> Librarian and parent liaison  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1 <b>Funding Sources:</b> - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Referrals have increased in 2022-2023. **Root Cause:** Lack of Classroom Management Systems.







### Perceptions

**Problem Statement 1:** Our attendance has declined by 3%. **Root Cause:** Students miss school because they are not engaged in their classroom.

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

**Performance Objective 1:** Britain will retain 88% of their staff at the end of 2023-2024 school year.

**Evaluation Data Sources:** Britain will survey staff and monitor staff retention.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Britain will establish interview committees for each position that becomes available. <b>Strategy's Expected Result/Impact:</b> Staff will hire highly qualified staff members based off Britain's core values and whose beliefs align with out mission and vision. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Britain will assign mentor teachers to all staff new to Britain and first-year teachers. <b>Strategy's Expected Result/Impact:</b> Mentors will help guide new teachers and support along the way. <b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Feb	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Referrals have increased in 2022-2023. <b>Root Cause:</b> Lack of Classroom Management Systems.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Our attendance has declined by 3%. <b>Root Cause:</b> Students miss school because they are not engaged in their classroom.