

Irving Independent School District
Lee Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

T.J. Lee in conjunction with Irving ISD adopts the mission statement: **"Ensuring the success of all life-long learners through collaboration to empower their minds."**

Vision

"Nurturing the heart and inspiring the mind."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

| Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 10/03/2023) | | |
|----------------------------------------------------------------------------------|-------|---------|
| | Count | Percent |
| Gender | | |
| Female | 316 | 48.84% |
| Male | 331 | 51.16% |
| Ethnicity | | |
| | 358 | 54.10% |

| | | |
|------------------------------------|-----|--------|
| Hispanic-Latino | 350 | 54.10% |
| Race | | |
| American Indian - Alaskan Native | 12 | 1.85% |
| Asian | 28 | 4.33% |
| Black - African American | 207 | 31.99% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 41 | 6.34% |
| Two-or-More | 9 | 1.39% |

| School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 10/03/2023) | Count | Percent |
|-------------------------------------------------------------------------------|------------|-------------|
| Student Total | 647 | 100% |
| Pre-Kindergarten Grade | 59 | 9.12% |
| Kindergarten Grade | 84 | 12.98% |
| 1st Grade | 82 | 12.67% |
| 2nd Grade | 107 | 16.54% |
| 3rd Grade | 116 | 17.93% |
| 4th Grade | 120 | 18.55% |
| 5th Grade | 79 | 12.21% |

| Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 10/03/2023) | Count | Percent |
|------------------------------------------------------------------------------|-------|---------|
| Dyslexia | 24 | 3.71% |
| Gifted and Talented | 45 | 6.96% |
| Regional Day School Program for the Deaf | 1 | 0.15% |
| Section 504 | 17 | 2.63% |
| Special Education (SPED) | 78 | 12.06% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 270 | 41.73% |
| Bilingual | 213 | 32.92% |
| English as a Second Language (ESL) | 74 | 11.44% |
| Alternative Bilingual Language Program | 0 | 0.00% |
| Alternative ESL Language Program | 0 | 0.00% |
| Title I Part A | | |
| Schoolwide Program | 115 | 17.77% |
| Targeted Assistance | 1 | 0.15% |
| Targeted Assistance Previously Participated | 3 | 0.46% |
| Title I Homeless | 0 | 0.00% |

Percentage in Attendance Comparison by Ethnicity, Gender, Grade and Special Pop

| | PIA - Cumulative |
|-------------------------------------------|------------------|
| Lee Elementary | 2022-2023 |
| All Students | 92.2% |
| Ethnicity | |
| Hispanic/Latino | 92.6% |
| American Indian or Alaska Native | 95.4% |
| Asian | 92.5% |
| Black or African American | 91.7% |
| Native Hawaiian or Other Pacific Islander | 82.9% |
| White | 91.9% |
| Two or More Races | 90.7% |
| Gender | |
| Male | 92.1% |
| Female | 92.2% |
| Grade | |
| Early Education | - |
| Pre-Kindergarten | 90.9% |
| Kindergarten | 90.3% |
| 1st | 91.3% |
| 2nd | 91.9% |
| 3rd | 93.9% |
| 4th | 92.6% |
| 5th | 92.9% |
| Special Population | |
| At Risk | 92.2% |
| Early Reading Indicator | 88.9% |
| Economic Disadvantage | 92.0% |
| Emergent Bilingual | 92.9% |
| Foster Care | 85.4% |
| Gifted and Talented | 94.2% |

Percentage in Attendance Comparison by Ethnicity, Gender, Grade and Special Pop

| | |
|---------------------|-------|
| Homeless Status | 88.1% |
| Migrant | - |
| Military Connected | - |
| RDSPD | 91.3% |
| Section 504 | 94.4% |
| Special Education | 90.9% |
| Unaccompanied Youth | 97.1% |

Student Mobility Rate Report for All User Accessible Campuses for All Students

| | 2020 - 2021 (Covid-19 Remote) | | | 2021 - 2022 (Covid-19 Remote) | | | 2022 - 2023 | | |
|----------------|----------------------------------|--------------|---------------|----------------------------------|--------------|---------------|-----------------|--------------|---------------|
| | Mobile Students | All Students | Mobility Rate | Mobile Students | All Students | Mobility Rate | Mobile Students | All Students | Mobility Rate |
| Campus Summary | 107 | 587 | 18.23% | 146 | 626 | 23.32% | 145 | 634 | 22.87% |
| Lee EL | 107 | 587 | 18.23% | 146 | 626 | 23.32% | 145 | 634 | 22.87% |

Discipline Action Summary at Lee EL during 2022 - 2023

| Reason Code | Action Codes | | | | | | | | | | | | | | | | | | | | | | | | | | | Total | | | | | | | |
|--------------------------------------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|----|----|----|----|-----|-----|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 25 | 26 | 27 | 28 | 29 | 50 | 51 | 52 | 53 | 54 | | 55 | 56 | 57 | 58 | 59 | 60 | 61 |
| 21 - Violation Of Student Code Of... | 0 | 0 | 0 | 0 | 6 | 62 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| 28 - Assault against someone other than... | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 41 - Fighting/Mutual Combat | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | |
| Total | 0 | 0 | 0 | 0 | 12 | 75 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | |

Demographics Strengths

Our overall student enrollment has increased we have been able to retain teacher numbers.

The attendance rate for our biggest population, Hispanics, is 92.6%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to 2022-2023 attendance report, our cumulative average was 92.2%. **Root Cause:** High student mobility rate of 22.87% and 46% of students riding the bus.

Problem Statement 2 (Prioritized): According to the 2023-2024 school year, we have a 42% of identified Emergent Bilinguals (3 years or less). **Root Cause:** Two-way dual language program was not implemented with fidelity.

Student Learning

Student Learning Summary

Domain 1 - Details

2023 Student Achievement for (057912111) LEE EL

Behind the Score

| | | | | | | | | | | Raw Score | Scaled Score | Weight % of Score | Weighted Points | |
|----------------------------------------------|--|----|--|--|--|--|--|--|--|-----------|--------------|-------------------|-----------------|--|
| Student Assessments Growth Comparison | | | | | | | | | | 30 | 56 | 100% | 56 | |
| 2023 STAAR Performance (100%) As your Score | | 56 | | | | | | | | | | | | |
| Student Achievement Domain Rating | | | | | | | | | | | | F | | |

Student Assessments Growth Comparison for 2022 - 2023

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Econ Dis | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled |
|---------------------------|--------------|------------------|------------|-----------|-----------------|-----------|------------------|-------------------|------------|-----------------------------|------------|----------------------|---------------------|-----------------------|
| Percent of Tests | | | | | | | | | | | | | | |
| Approaches GL Standard /e | 55% | 53% | 54% | 70% | 100% | 92% | 20% | 14% | 55% | 56% | 54% | 29% | | 55% |
| Meets GL Standard or | 26% | 21% | 27% | 30% | 100% | 56% | 0% | 0% | 25% | 28% | 24% | 19% | | 25% |
| Masters GL Standard | 8% | 9% | 8% | 11% | 0% | 16% | 0% | 0% | 8% | 8% | 8% | 12% | | 8% |
| Number of Tests | | | | | | | | | | | | | | |
| Approaches GL Standard /e | 375 | 131 | 176 | 40 | 2 | 23 | 1 | 2 | 350 | 153 | 323 | 24 | 0 | 238 |
| Meets GL Standard or | 173 | 52 | 88 | 17 | 2 | 14 | 0 | 0 | 158 | 76 | 143 | 16 | 0 | 108 |
| Masters GL Standard | 57 | 21 | 26 | 6 | 0 | 4 | 0 | 0 | 52 | 23 | 49 | 10 | 0 | 36 |
| Totals | 676 | 246 | 327 | 57 | 2 | 25 | 5 | 14 | 642 | 275 | 601 | 84 | 0 | 431 |

g

Percent of Tests

ain 1 - Details

| | | | | | | | | | | | | | | |
|------------------------|------------|------------|------------|-----------|----------|-----------|----------|----------|------------|------------|------------|-----------|----------|------------|
| Approaches GL Standard | 61% | 62% | 57% | 72% | 100% | 100% | 50% | 33% | 60% | 58% | 60% | 31% | 62% | |
| Meets GL Standard or | 26% | 20% | 27% | 32% | 100% | 55% | 0% | 0% | 25% | 28% | 25% | 19% | 24% | |
| Exceeds GL Standard | 9% | 9% | 8% | 12% | 0% | 18% | 0% | 0% | 9% | 9% | 9% | 6% | 8% | |
| Number of Tests | | | | | | | | | | | | | | |
| Approaches GL Standard | 178 | 64 | 81 | 18 | 1 | 11 | 1 | 2 | 166 | 70 | 154 | 11 | 0 | 113 |
| Meets GL Standard or | 75 | 21 | 39 | 8 | 1 | 6 | 0 | 0 | 69 | 34 | 64 | 7 | 0 | 44 |
| Exceeds GL Standard | 26 | 9 | 12 | 3 | 0 | 2 | 0 | 0 | 24 | 11 | 22 | 2 | 0 | 15 |
| Tests | 290 | 103 | 142 | 25 | 1 | 11 | 2 | 6 | 276 | 121 | 258 | 36 | 0 | 183 |

atics

| | | | | | | | | | | | | | | |
|------------------------|------------|------------|------------|-----------|----------|-----------|----------|----------|------------|------------|------------|-----------|----------|------------|
| Number of Tests | | | | | | | | | | | | | | |
| Approaches GL Standard | 54% | 52% | 54% | 68% | 100% | 91% | 0% | 0% | 54% | 58% | 53% | 22% | 54% | |
| Meets GL Standard or | 28% | 25% | 29% | 28% | 100% | 64% | 0% | 0% | 27% | 31% | 25% | 17% | 28% | |
| Exceeds GL Standard | 9% | 9% | 8% | 8% | 0% | 18% | 0% | 0% | 8% | 9% | 9% | 17% | 9% | |
| Number of Tests | | | | | | | | | | | | | | |
| Approaches GL Standard | 158 | 54 | 76 | 17 | 1 | 10 | 0 | 0 | 148 | 70 | 136 | 8 | 0 | 98 |
| Meets GL Standard or | 82 | 26 | 41 | 7 | 1 | 7 | 0 | 0 | 74 | 37 | 65 | 6 | 0 | 51 |
| Exceeds GL Standard | 25 | 9 | 12 | 2 | 0 | 2 | 0 | 0 | 23 | 11 | 22 | 6 | 0 | 16 |
| Tests | 290 | 103 | 142 | 25 | 1 | 11 | 2 | 6 | 276 | 121 | 258 | 36 | 0 | 183 |

e

| | | | | | | | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|----|----|-----|-----|-----|-----|-----|--|
| Number of Tests | | | | | | | | | | | | | |
| Approaches GL Standard | 41% | 33% | 44% | 71% | 67% | 0% | 0% | 40% | 39% | 39% | 42% | 42% | |
| Meets GL Standard or | 17% | 13% | 19% | 29% | 33% | 0% | 0% | 17% | 15% | 16% | 25% | 20% | |
| Exceeds GL Standard | 6% | 8% | 5% | 14% | 0% | 0% | 0% | 6% | 3% | 6% | 17% | 8% | |
| Number of Tests | | | | | | | | | | | | | |

ain 1 - Details

| | | | | | | | | | | | | | | |
|----------------------------|----|----|----|---|---|---|---|---|----|----|----|----|---|----|
| proaches GL Standard /e | 39 | 13 | 19 | 5 | 0 | 2 | 0 | 0 | 36 | 13 | 33 | 5 | 0 | 27 |
| ets GL Standard or | 16 | 5 | 8 | 2 | 0 | 1 | 0 | 0 | 15 | 5 | 14 | 3 | 0 | 13 |
| isters GL Standard | 6 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 5 | 1 | 5 | 2 | 0 | 5 |
| ests | 96 | 40 | 43 | 7 | 0 | 3 | 1 | 2 | 90 | 33 | 85 | 12 | 0 | 65 |

Student Learning Strengths

Overall, our White student group is at 70% approaches or above.

Overall, our Asian population grew from 69% approaching or above to 92%.

In Reading, our African American group increased from 48% to 62%.

In Reading, our Asian group increased from 67% to 100%.

In Math, overall all students increased from 49% to 54% approaches or above.

In Math, our African group increased from 38% to 52% approaches or above.

In Math, our Economically Disadvantaged group increased from 47% to 53%.

In Science, all students increased from 27% to 41% approaches or above.

In Science, Hispanic group increased from 27% to 44% approaches or above.

In Science, our EB group increased from 29% to 39% approaches or above.

In Science, our Economically Disadvantaged from 26% to 39% approaches or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According 2022 - 2023 STAAR Math and Reading data, our overall Meets and Masters are under 30%. **Root Cause:** The instructional focus has been on students on the approaching level instead of meets and masters.

Problem Statement 2 (Prioritized): According to 2022 - 2023 STAAR Math data, 46% of our students did not meet approaches or above. **Root Cause:** The rigor of Tier 1 instruction has been deficient. Effective math strategies have not been implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

- District provided curriculum and high quality instructional materials will be used with fidelity in the areas of Math, RLA, and Science.
- Dual Language One-Way for K-1 and Dual Language Two-Way for 2nd-5th.
- LIFE K-5
- PASS Behavioral Program K-5
- 504 Services
- SPED/Dyslexia/Speech Services
- STEM
- Destination Imagination
- Content Intervention
 - Math- Bridges/ District intervention of progression
 - Reading- CORE Phonics/SIPPS
- Rockin' Saturday School- intentional focus will be enrichment and extension of curriculum.
- Professional Development
 - Social Emotional Learning
 - Behavior
 - Content teams meet weekly to track and adjust learning based on exit ticket data with Academic Specialist. Campus Assessments are created once a 6 weeks. Resources such as lead4ward and STAAR released items are used to create high rigor exit tickets. Campus assessments taken and tracked on Eduphoria/AWARE.
 - Leadership team meets with faculty 1-2 times a month for professional development and communication of school related events.
- Weekly instructional team meetings with Administration, Academic Specialist, reading and math interventionists.
- Calibration walkthroughs between administration.
- DLC weekly campus support.
 - PLC Support
 - Professional Growth by teacher
 - Instructional Innovation
 - Professional Learning

School Processes & Programs Strengths

PLC Content teams meet separately allowing intentional time to focus on each subject. The use of resources and STAAR released question stems allow teachers to expose students to the highest level of rigor. Teams will engage in data-driven discussions with exit tickets, campus assessments, and DCAs to implement best practices to intervene and enrich.

Reading and math interventionists serve each subject K-5 group separately. Two reading paraprofessionals, an Esser math paraprofessional, and a math tutor and a reading tutor serve K-5 students in small groups according to student needs.

Administrators conduct focused walkthroughs during Tier1/Tier 2 and small group instruction.

Specialists will coach teachers who are new to reading/math and/or grade level.

Interventionists will continue to provide targeted instruction for students needing tier 3 services.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The use of HIQM and district curriculum has not been implemented with fidelity. **Root Cause:** There is a lack of clarity or professional development for understanding the framework.

Perceptions

Perceptions Summary

Mission Statement: To equip students to confidently pursue their passions.

Vision Statement: Lee Elementary staff will empower students through diverse experiences, education, & love.

Counselors created an Attendance program targeting students that were habitually absent.

Parent liaison provides parent training on supporting campus goals.

Surveys are conducted by counselors, administrators, teams and parent liaison to receive feedback from stakeholders in specific areas.

Perceptions Strengths

The mission and vision statement were revamped to meet the needs of our students.

School surveys indicate a positive school climate and culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement in the engagement of the students' academic and behavior success is low. **Root Cause:** High mobility rate, language barriers, and inconsistency of parent involvement contribute to the lack of academic and behavior success.

Priority Problem Statements

Problem Statement 1: The use of HIQM and district curriculum has not been implemented with fidelity.

Root Cause 1: There is a lack of clarity or professional development for understanding the framework.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: According to 2022-2023 attendance report, our cumulative average was 92.2%.

Root Cause 2: High student mobility rate of 22.87% and 46% of students riding the bus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the 2023-2024 school year, we have a 42% of identified Emergent Bilinguals (3 years or less).

Root Cause 3: Two-way dual language program was not implemented with fidelity.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parent involvement in the engagement of the students' academic and behavior success is low.

Root Cause 4: High mobility rate, language barriers, and inconsistency of parent involvement contribute to the lack of academic and behavior success.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According 2022 - 2023 STAAR Math and Reading data, our overall Meets and Masters are under 30%.

Root Cause 5: The instructional focus has been on students on the approaching level instead of meets and masters.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to 2022 - 2023 STAAR Math data, 46% of our students did not meet approaches or above.

Root Cause 6: The rigor of Tier 1 instruction has been deficient. Effective math strategies have not been implemented with fidelity.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data




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 3-5 grade students scoring at MEETS or above on STAAR Math from 24% to 46 % by May 2024.

High Priority

Evaluation Data Sources: Previous STAAR scores, CFA's, MAP data

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <p>Strategy 1: During Collaborative Team meetings, Teachers will share best practices and analyze exit tickets. 3rd-5th grade teachers will meet with Tier I, II, and III student groups during the response to intervention and Saturday School intervention.</p> <p>Strategy's Expected Result/Impact: This strategy will move students from accomplished to meets or masters on the STAAR math test.</p> <p>Staff Responsible for Monitoring: 3rd-5th grade teachers, Math interventionist and Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 2: Every six weeks math and reading teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, and plan Tier 1 Instruction for the following six weeks</p> <p>Strategy's Expected Result/Impact: Increase student performance in STAAR, MAP, local and district common assessments.</p> <p>Staff Responsible for Monitoring: Teachers and academic specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Fund a Math Interventionist Position for additional intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Interventionists will work with students in an effort to increase their reading skills which will impact the students scores.</p> <p>Staff Responsible for Monitoring: Admin and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: According 2022 - 2023 STAAR Math and Reading data, our overall Meets and Masters are under 30%. Root Cause: The instructional focus has been on students on the approaching level instead of meets and masters.</p> |


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 3-5 grade students scoring at MEETS or above on STAAR Reading from 31% to 44 % by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Previous STAAR scores, CFA's, MAP data

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Teachers are collaborating during PLC time, creating exit tickets, planning for effective, rigorous Tier 1 teaching.</p> <p>Strategy's Expected Result/Impact: This strategy will move students from accomplished to meets or masters on the STAAR reading test</p> <p>Staff Responsible for Monitoring: 3rd-5th grade teachers, Math interventionist and Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  <p>40%</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Every six weeks math teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, and plan Tier 1 Instruction for the following six weeks.</p> <p>Strategy's Expected Result/Impact: Increase student performance in STAAR, MAP, local and district common assessments.</p> <p>Staff Responsible for Monitoring: Teachers and academic specialist.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |

| Strategy 3 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 3: Fund a Reading Interventionist Position for additional intervention during the school day.</p> <p>Strategy's Expected Result/Impact: Interventionist will work with students in an effort to increase their reading skills which will impact the students scores.</p> <p>Staff Responsible for Monitoring: Admin and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Performance Objective 2 Problem Statements:

| Student Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: According 2022 - 2023 STAAR Math and Reading data, our overall Meets and Masters are under 30%. Root Cause: The instructional focus has been on students on the approaching level instead of meets and masters.</p> |

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

Performance Objective 1: Increase parent participation in the Parent Resource Center and Community events by 5%.

Evaluation Data Sources: Parent sign-in sheets at parent/family events





| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide various classes for parents (once a month) starting in November that addresses the needs of the parents based on a parent survey.</p> <p>Strategy's Expected Result/Impact: Increase parent participation by 5%</p> <p>Staff Responsible for Monitoring: Administration and parent liaison.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide at least 6 in person community events to increase family/community engagement</p> <p>Strategy's Expected Result/Impact: Parents and community members will be able to partner up with the school to create a strong and positive school culture.</p> <p>Staff Responsible for Monitoring: Lee Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 1: Ensure that teachers are well-prepared, mentored, and supported throughout the school year.

High Priority

Evaluation Data Sources: Solicit teacher feedback and incorporate it in decision making.

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Seek feedback from teachers on curriculum, plans, and school activities. Strategy's Expected Result/Impact: Allowing teachers to be involved empowers them and retains them. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide leadership and growth opportunities. Strategy's Expected Result/Impact: Give teachers meaningful leadership opportunities that are challenging and enriching Teachers can help with curriculum planning, academic coaching, technology integration, and lead professional development for colleagues. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I-A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parent involvement in the engagement of the students' academic and behavior success is low. **Root Cause:** High mobility rate, language barriers, and inconsistency of parent involvement contribute to the lack of academic and behavior success.

State Compensatory

Budget for Lee Elementary School

Total SCE Funds: \$22,380.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Saturday School Tutoring - Offers a unique and individualized learning experience; increases good study habits; Improves academic performance, retention and personal growth; improves academic performance, retention, and personal growth; encourages higher level of thinking; improves self-esteem Computer-assisted instruction - provides instruction and/or remediation presented on the computer. Specialized staff development Specialized reading and math materials Specialized reading and math programs Individualized instruction

Title I

1.1: Comprehensive Needs Assessment

Please see TitleIcrate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleIcrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleIcrate for the following documentation.

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

Please see TitleIcrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleIcrate for the following documentation.

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

Please see TitleIcrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

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

NA. for all of Irving because we are not targeted for assistance (federal and lower than 40% low SES).

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------------|----------------|------------|
| Juanita Ramirez | Academic Specialist | | |
| Kelsey Burlingame | Reading Interventionist | | |
| Patricia Rojas | Math Interventionist | | |
| Rochelle Kent | Parent Liaison | | |

Campus Funding Summary

| 211 - Title I-A | | | | | |
|------------------|-----------|----------|------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |