

Irving Independent School District
Barton Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

At Barton Elementary School we are committed to the success of all students by providing high quality instruction accomplished through a supportive and collaborative community.

Vision

All students will achieve their full potential at Barton Elementary School.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Demographics (2022 - 2023) 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 12
 - Goal 1: Goal: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 21% to 39% by 2024. 13
 - Goal 2: Goal: In Irving ISD we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 9% to 49% by 2024. 20
 - Goal 3: Goal: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024. 25
 - Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving. 27
 - Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students. 29
- State Compensatory 30
 - Budget for Barton Elementary School 31
- Title I Personnel 31
- Campus Funding Summary 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2022 - 2023)	Count	Percent
Gender		
Female	412	48.99%
Male	429	51.01%
Ethnicity		
Hispanic-Latino	748	88.94%
Race		
American Indian - Alaskan Native	<u>14</u>	1.66%
Asian	<u>2</u>	0.24%
Black - African American	<u>25</u>	2.97%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>45</u>	5.3%
Two-or-More	<u>7</u>	0.83%

At Barton Elementary our students are 88.94% Hispanic and 66.94% bilingual. 14.98% of our students are immigrants. The average years experience of our teachers is 8.6 years vs. 9.3 from the district. The average years Experience of principals 1.0 vs. 4.4 from the district. The average years experience of our assistant principals was 2 years vs. 4.7 years from district.

Demographics Strengths

At Barton Elementary 88.94% of our students are Hispanic and 66.94% of our students are bilingual, meaning they are learning more than one language, which prepares them for the future. Also, we only have .83% of our students homeless.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. **Root Cause:** Data was not being analyzed by subgroups.

Student Learning

Student Learning Summary

GRADE	TIER 3 READING MAP/MCCLASS (ENGLISH)	41% and above MAP/McCLASS (ENGLISH)
K	11%	-
1ST	30%	60%
2ND	27%	61%
3RD	46% (English); 21 (Spanish)	37% (English); 53% (Spanish)
4TH	37%	41%
5TH	41%	41%

Academic Achievement in Reading: Closing the Gaps

Subgroups:

-EL current and monitored: Target 29%, current 25%, Missed by 4%

-Economically Disadvantaged: Target 33%, current 27%, Missed by 6%

-Hispanic: Target 37%, current 27%, Missed by 10%

STUDENT ACHIEVEMENT DOMAIN 1

	Approaches	Meets Masters
ALL 3rd-5th ELAR 2022	56	29 12
ALL 3rd-5th MATH 2022	50	19 6
ALL 5th SCIENCE 2022	29	5 1
TOTAL 2022	45	18 6

In most grade levels we have about 1/3 of students at a Tier 3 learning level.

Student Learning Strengths

60% of our 1st grade students are at 41 percentile and above.

61% of our 2nd grade students are at 41 percentile and above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students who are currently on meets/masters on STAAR is 18%. **Root Cause:** Tier 1 instruction needs to be more rigorous and aligned.

School Processes & Programs

School Processes & Programs Summary

Instructional Team	Curricular	Oranizational
Instructional team consist of the following: -AS leading all PLC's from 3rd grade-5th grade. -1 Interventionist focus on reading and on math from Kinder, first and 2nd grade.	Master schedule does allow for Tier 2/3 instruction and allotment of human resources being distributed evenly for all grade levels.	Committees consist of the following: -PBIS/Student Culture -Sunshine -Community Involvement

School Processes & Programs Strengths

Barton has a strong retention of teachers from previousl year. The years of experience of our teachers is 8.6 years which is close to district years of experience.

At Barton Elementary we have the following 3 committes: PBIS/Student Culture, Teacher Culture/Sunshine, and Community involvement. Students receive HERD tickets as an incentive for showing great expecations in the common areas. We have CHAMPS and student awards in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not have a clear understanding of high expectations within the school. **Root Cause:** Classroom and school wide routines, procedures, and policies are inconsistent school wide.

Problem Statement 2 (Prioritized): Teachers were not empowered to lead/facilitate within their PLC's. **Root Cause:** There were not clear roles, responsibilities, and protocols to facilitate a PLC.

Perceptions

Perceptions Summary

Weekly Meeting

Organizational

Committees consist of the following:

-PBIS

Staff Meeting on Wednesdays

-student culture

Week at a Glance

-Sunshine

-Community Involvement

Our school communicated with teachers during weekly meetings during PLC's and we had staff meetings on Wednesdays through Zoom. Every month we recognize a teacher and para of the month.

We have Week at a Glance newsletters sent out every Friday to communicate with teachers and staff.

We have three committees: Sunshine, PBIS, Student Culture, and Community involvement which focused on student and teacher culture.

We have student awards for AB Honor Roll and attendance in class.

We have EOY parades for our 5th grade students.

Perceptions Strengths

Our teachers and staff at Barton Elementary value collaboration and being supportive of one another. They want to take part in decision making for our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The committees were unsure of what to focus on, during their meeting times. **Root Cause:** Our staff needs to have a common understanding of what is Student Culture and what to initiatives they want to focus on for Community Involvement.

Priority Problem Statements

Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3.

Root Cause 1: Data was not being analyzed by subgroups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students who are currently on meets/masters on STAAR is 18%.

Root Cause 2: Tier 1 instruction needs to be more rigorous and aligned.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students do not have a clear understanding of high expectations within the school.

Root Cause 3: Classroom and school wide routines, procedures, and policies are inconsistent school wide.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The committees were unsure of what to focus on, during their meeting times.

Root Cause 4: Our staff needs to have a common understanding of what is Student Culture and what to initiatives they want to focus on for Community Involvement.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers were not empowered to lead/facilitate within their PLC's.

Root Cause 5: There were not clear roles, responsibilities, and protocols to facilitate a PLC.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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





- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Goal: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 21% to 39% by 2024.





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 2023. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional , Early Writing Skills

Evaluation Data Sources: Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with student daily using a pre-emergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase English/Spanish proficiency by practicing their reading skills daily in pre-k guided reading groups with the teacher.</p> <p>Staff Responsible for Monitoring: Academic specialists, interventionists, Administration, teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	Apr	June
<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 1: Goal: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 21% to 39% by 2024.

Performance Objective 2: Increase the percentage of PK students who are Proficient in Phonological Awareness in the Circle assessment (English/Spanish combined from 89% to 90% by May 2023).

Strategy 1 Details	Reviews			
<p>Strategy 1: Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p>Strategy's Expected Result/Impact: Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p>Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district's state-standard aligned Pre-K curriculum for Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase phonological awareness.</p> <p>Staff Responsible for Monitoring: academic specialist, admin teachers.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 21% to 39% by 2024.

Performance Objective 3: The percent of Kinder students "on track" by mCLASS will increase from 59% to 89% by June 2023.

The percent of First grade students "on track" on mCLASS will increase from 57% to 87% by June 2023.

The percent of Second grade students "on track" on mCLASS will increase from 43% to 73% by June 2023.

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize mCLASS data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality of every student in your class.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, inclusion paraprofessionals, and mCLASS coordinators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize CORE Phonics Survey data to target phonics skills using decodable text and alphabet knowledge routine to support students in their foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: By May of 2023, 100% of Barton teachers will complete weekly lesson plans* including a TODAY that aligns a targeted learning objective to a measured demonstration of learning (DOL) that naturally progresses in rigor throughout the week as evidenced by the TODAYS checklist.</p> <p>Contents of focus will be as followed: (-TODAYS for K-2 will be Interactive Read-Aloud) -TODAYS for 3rd-5th will be Shared Reading Mini-Lessons/Social Studies</p> <p>Strategy's Expected Result/Impact: Increased MAP/McClass, CFA's and DCA's scores as well as student growth.</p> <p>Staff Responsible for Monitoring: Admin, instructional support staff, team lead/facilitators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. Root Cause: Data was not being analyzed by subgroups.</p>
Student Learning
<p>Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. Root Cause: Tier 1 instruction needs to be more rigorous and aligned.</p>
School Processes & Programs
<p>Problem Statement 1: Students do not have a clear understanding of high expectations within the school. Root Cause: Classroom and school wide routines, procedures, and policies are inconsistent school wide.</p>
<p>Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. Root Cause: There were not clear roles, responsibilities, and protocols to facilitate a PLC.</p>

Goal 1: Goal: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 21% to 39% by 2024.

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 56% to 75% by May 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily. Strategy's Expected Result/Impact: increase in reading fluency and comprehension. Staff Responsible for Monitoring: academic specialist, interventionist, administration, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Funding Sources: Reading Materials and Tutoring - 211 - Title I-A - \$10,000, Interventionist and general aide - 211 - Title I-A - \$86,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily. Strategy's Expected Result/Impact: increased reading levels and comprehension, increased MAP scores. Staff Responsible for Monitoring: Academic specialists, interventionists, admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize CORE Phonics Survey data to target phonics skills using decodable texts and alphabet knowledge routine to support students in their foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Personalized instructions paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By May of 2023, 100% of Barton teachers will complete weekly lesson plans* including a TODAY that aligns a targeted learning objective to a measured demonstration of learning (DOL) that naturally progresses in rigor throughout the week as evidenced by the TODAYS checklist.</p> <p>Contents of focus will be as followed: (-TODAYS for K-2 will be Interactive Read-Aloud) -TODAYS for 3rd-5th will be Shared Reading Mini-Lessons/Social Studies</p> <p>Strategy's Expected Result/Impact: Increased MAP/McClass, CFA's and DCA's scores as well as student growth.</p> <p>Staff Responsible for Monitoring: Admin, instructional support staff, team lead/facilitators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will align our vision, mission, goals, values focused on a safe environment and high expectations for morning arrivals.</p> <p>Strategy's Expected Result/Impact: By May of 2023, 100% of our teachers will be on time, greet students at the door and positively address behavior expectations when needed, this will be evidenced by the morning arrival checklist rubric that will be utilized by the hall leaders.</p> <p>Staff Responsible for Monitoring: Administrations, instructional leaders, and Barton staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Our Student Culture committee will implement a house system at Barton in order to improve our student culture when it comes to safe environment and high expectations both inside and outside the classroom.</p> <p>Strategy's Expected Result/Impact: By May of 2023, 100% of our teachers will be on time, greet students at the door and positively address behavior expectations when needed, this will be evidenced by the morning arrival checklist rubric that will be utilized by the hall leaders.</p> <p>Increased MAP/McClass, CFA's and DCA's scores as well as student growth.</p> <p>Staff Responsible for Monitoring: Student culture committee</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 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. Root Cause: Data was not being analyzed by subgroups.</p>
Student Learning
<p>Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. Root Cause: Tier 1 instruction needs to be more rigorous and aligned.</p>

School Processes & Programs

Problem Statement 1: Students do not have a clear understanding of high expectations within the school. **Root Cause:** Classroom and school wide routines, procedures, and policies are inconsistent school wide.

Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. **Root Cause:** There were not clear roles, responsibilities, and protocols to facilitate a PLC.

Perceptions

Problem Statement 1: The committees were unsure of what to focus on, during their meeting times. **Root Cause:** Our staff needs to have a common understanding of what is Student Culture and what to initiatives they want to focus on for Community Involvement.





Goal 2: Goal: In Irving ISD we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 9% to 49% by 2024.

Performance Objective 1: Increase the percentage of Kindergarten-Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 57% to 70% by May 2023.

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct math groups with each student at least 3 times a week. Strategy's Expected Result/Impact: Increase math MAP scores and increased Math growth. Staff Responsible for Monitoring: admin, teachers, specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Math Materials and Tutoring - 211 - Title I-A - \$10,000, Interventionist and general aide - 211 - Title I-A - \$86,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher will meet once a week with their PLC to analyze CFA data and come up with a plan on how and when to reteach. Strategy's Expected Result/Impact: increased MAP scores and increased Math growth. Staff Responsible for Monitoring: Administrators, teachers, specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use the math universal screener data to intervene for Tier 3 students. Strategy's Expected Result/Impact: Increase math MAP scores and increased math growth. Staff Responsible for Monitoring: teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By May of 2023, 100% of Barton teachers will complete weekly lesson plans* including a TODAY that aligns a targeted learning objective to a measured demonstration of learning (DOL) that naturally progresses in rigor throughout the week as evidenced by the TODAYS checklist.</p> <p>Contents of focus will be as followed: -TODAYS for K-2 will be Mathematics -TODAYS for 3rd-5th will be Mathematics</p> <p>Strategy's Expected Result/Impact: Increased MAP/McClass, CFA's and DCA's scores as well as student growth Staff Responsible for Monitoring: Admin, instructional coaches, and teacher leaders/facilitators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. Root Cause: Data was not being analyzed by subgroups.</p>
Student Learning
<p>Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. Root Cause: Tier 1 instruction needs to be more rigorous and aligned.</p>

School Processes & Programs

Problem Statement 1: Students do not have a clear understanding of high expectations within the school. **Root Cause:** Classroom and school wide routines, procedures, and policies are inconsistent school wide.

Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. **Root Cause:** There were not clear roles, responsibilities, and protocols to facilitate a PLC.

Goal 2: Goal: In Irving ISD we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 9% to 49% by 2024.

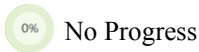
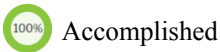
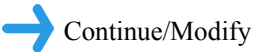

Performance Objective 2: Increase the percentage of 3rd-5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 66% to 92% by May 2023.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct math groups with each student at least 3 times a week.</p> <p>Strategy's Expected Result/Impact: increased math MAP scores and increased Math growth, increased scores on DCA's and math performance.</p> <p>Staff Responsible for Monitoring: admin, specialists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By May of 2023, Barton teachers will complete weekly lesson plans* including a TODAY that aligns a targeted learning objective to a measured demonstration of learning (DOL) that naturally progresses in rigor throughout the week as evidenced by the TODAYS checklist.</p> <p>Contents of focus will be as followed: -TODAYS for K-2 will be Mathematics -TODAYS for 3rd-5th will be Mathematics</p> <p>Strategy's Expected Result/Impact: Increased MAP/McClass, CFA's and DCA's scores as well as student growth.</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, and teacher leaders/facilitators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. Root Cause: Data was not being analyzed by subgroups.</p>
Student Learning
<p>Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. Root Cause: Tier 1 instruction needs to be more rigorous and aligned.</p>
School Processes & Programs
<p>Problem Statement 1: Students do not have a clear understanding of high expectations within the school. Root Cause: Classroom and school wide routines, procedures, and policies are inconsistent school wide.</p>
<p>Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. Root Cause: There were not clear roles, responsibilities, and protocols to facilitate a PLC.</p>

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR reading from 29% to 39% by May 2023. Increase the percentage of Hispanic students from 27% to 37% by May 2023.

Evaluation Data Sources: STAAR results, District Common Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use common formative assessments data, DCA's, 2022 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Interventionist, academic specialists, paraprofessionals, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By May of 2023, 100% of Barton teachers will have completed weekly lesson plans* including a TODAY that aligns a targeted learning objective to a measured demonstration of learning (DOL) that naturally progresses in rigor throughout the week as evidenced by the TODAYs checklist.</p>	Formative			Summative
	Nov	Feb	Apr	June

Contents of focus will be as followed: (-TODAYs for K-2 will be Interactive Read-Aloud and Mathematics
 -TODAYs for 3rd-5th will be Shared Reading Mini-Lessons/Social Studies, Mathematics, and Science)

Strategy's Expected Result/Impact: Increased MAP/McClass, CFA's and DCA's scores as well as student growth.

Staff Responsible for Monitoring: Admin, instructional coaches, and teacher leaders/facilitators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

-

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. **Root Cause:** Data was not being analyzed by subgroups.

Student Learning

Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. **Root Cause:** Tier 1 instruction needs to be more rigorous and aligned.

School Processes & Programs

Problem Statement 1: Students do not have a clear understanding of high expectations within the school. **Root Cause:** Classroom and school wide routines, procedures, and policies are inconsistent school wide.





Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. **Root Cause:** There were not clear roles, responsibilities, and protocols to facilitate a PLC.

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

Performance Objective 1: The parent and family engagement coordinator for the campus will increase parent involvement by 10%.

Evaluation Data Sources: volunteer hr. logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer classes to parents based on their needs. Strategy's Expected Result/Impact: Parents will receive support needed to ensure their child is successful and stronger partnership between parents and faculty will be created. Staff Responsible for Monitoring: Parent Liaison, counselors, Title I: 4.1, 4.2 Funding Sources: Parent Liaison - 211 - Title I-A - \$27,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be invited to school events to take part in events focused on student academic growth. Strategy's Expected Result/Impact: Parents will be more involved in their child's academic growth and education and a stronger partnership between parent and faculty will be created. Staff Responsible for Monitoring: Parent liaison, counselors, committees, and principal. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Our parent liaison will collaborate with the Community Involvement committee to increase parent involvement, establish a PTO, improve communication with parents and gain insight on classes needed to be offered.</p> <p>Strategy's Expected Result/Impact: PTO will be established, monthly newsletters will be sent out every month, number of volunteers will increase, parents will attend classes.</p> <p>Staff Responsible for Monitoring: Admin and Community Involvement committee.</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our Hispanic population currently has a percentage of 27.1% at Meets/Masters on STAAR versus the 37% target needed to close gaps on Domain 3. Root Cause: Data was not being analyzed by subgroups.</p>
Student Learning
<p>Problem Statement 1: The number of students who are currently on meets/masters on STAAR is 18%. Root Cause: Tier 1 instruction needs to be more rigorous and aligned.</p>
School Processes & Programs
<p>Problem Statement 1: Students do not have a clear understanding of high expectations within the school. Root Cause: Classroom and school wide routines, procedures, and policies are inconsistent school wide.</p>
<p>Problem Statement 2: Teachers were not empowered to lead/facilitate within their PLC's. Root Cause: There were not clear roles, responsibilities, and protocols to facilitate a PLC.</p>
Perceptions
<p>Problem Statement 1: The committees were unsure of what to focus on, during their meeting times. Root Cause: Our staff needs to have a common understanding of what is Student Culture and what to initiatives they want to focus on for Community Involvement.</p>

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

State Compensatory

Budget for Barton Elementary School

Total SCE Funds: \$45,780.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We have hired a paraprofessional that works with students who are at risk or are not performing satisfactorily.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Coeto	Instructional	Instructional	1
Elizabeth Davis	Instructional	Instructional	1
Lydia Riera	Parent Liaison	Parent Liaison	1
Roxana Medina	Paraprofessional	Paraprofessional	1
Veronica Estrada	Instructional	Instructional	1

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Interventionist and general aide		\$86,000.00
1	4	1	Reading Materials and Tutoring		\$10,000.00
2	1	1	Interventionist and general aide		\$86,000.00
2	1	1	Math Materials and Tutoring		\$10,000.00
4	1	1	Parent Liaison		\$27,500.00
Sub-Total					\$219,500.00