

# **Irving Independent School District**

## **Good Elementary School**

### **2021-2022 Goals/Performance Objectives/Strategies**



# **Mission Statement**

At John R. Good our mission is to create a community that is prepared, respectful, demonstrates integrity and diligence, and strives for excellence.

# **Vision**

At John R. Good our vision is to work interdependently within a safe learning environment to ensure growth for every child.

# Table of Contents

Goals 4

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024. 4

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024. 9

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024. 12

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving. 14

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students. 15



# Goals






**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% 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 20% by May 2022. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

### HB3 Goal

**Evaluation Data Sources:** Circle Assessments; Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vocabulary Focus: Interactive word walls (both digital and physical) displayed and referred to during lessons, sentence stems using vocabulary</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of students in PK-5 will be at or above grade level in reading by the end of the school year as measured by DRA or EDL.</p> <p><b>Staff Responsible for Monitoring:</b> All campus educators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Funds - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus teachers will implement guided reading daily</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent implementation of guided reading instruction, students will show growth in their reading ability measured after each six-week period.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Campus Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				






Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement district curriculum and other supplemental resources with fidelity ensuring that students receive strong phonemic and phonological instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading levels will increase to grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Specialist, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Fly Leaf Publishing Leveled Readers - 211 - Title I-A - \$9,999</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 2:** \*Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 55% to 80% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP; District Common Assessments; DRA/EDL; Running Records;

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will provide high levels of engagement and rigor leading to deeper understandings of phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Academic Specialist, DLC and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.


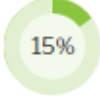




**Performance Objective 3:** \*Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 40.7% to 60.7% by May 2022.

\*Increase the percentage of Hispanic students from 41.5% to 61.5% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP; DRA; District Common Assessments; Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators, teachers, interventionists and counselors will utilize MAP, DRA/EDL profiles, and grade level developed assessments, both formative and summative, to help identify students who are in need of academic interventions. Additionally, MAP will be used to identify RTI interventions to support academic needs of all students/student groups including SWD and ELLs through the use of the Learning Continuum in MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> MTSS meetings will begin in September and October. Information about interventions will be properly documented. Parents will sign letter acknowledging the interventions in place. Progress monitoring will lead to better targeted small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, Academic Specialist, Interventionists, special education teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use common assessments to assess mastery of objectives. Teachers will analyze assessment data by all students including subgroups. Data will be tracked and, at least, classroom goals set for performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Data from common assessments documented. DCAs and MAP scores for grades 3 - 5 scores will all be analyzed and used to drive targeted instruction. Common assessments will be topics in PLCs as documented in the PLC notes.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators, AS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement an intervention program during school targeting Tier 3 students utilizing the district's RTI Toolkit</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted and increased performance for at-risk Tier 3 students to include Special Education, ELL, and Dyslexic students measured every 6 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Leadership Team; Counselors; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> After school tutorials will be provided to students in grades 2-5</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students who receive tutoring will show an increase in their MAP RIT score at the middle and end of year.</p> <p><b>Staff Responsible for Monitoring:</b> All campus educators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Salary - 199 - General Funds: SCE - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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:** In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.








**Performance Objective 4:** The percent of Kinder students "on track" by mClass will increase from 40% to 60% by June 2022.

The percent of First grade students "on track" on mClass will increase from 32% to 52% by June 2022.

The percent of Second grade students "on track" on mClass will increase from 44% to 60% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** mClass; MAP; DRA; EDL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Uninterrupted Literacy and Math Block: Master schedule will reflect an uninterrupted block of literacy for K-2 students; 3-5 students who are supported during their literacy block for Special Education or Dyslexia services, will be supported at times other than the Guided Reading lesson and small group lesson with the classroom teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Students in grades K-5 will receive consistent literacy instruction leading to increased reading fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> All campus educators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participation of K-3 teachers in Reading Academies</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher proficiency in reading and phonics instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist/Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fidelity of implementation of district created, fully aligned, curriculum for reading and writing instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> AS/Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
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**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% 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 from 21.9% to 35% by May 2022.

\*Increase the percentage of Hispanic students from 22.2% to 37.2% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP; DRA;EDL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus teachers will implement small group math daily providing targeted skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent implementation of small group math and guided reading instruction, students will show growth in their reading ability measured after each six-week period.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Campus Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators, teachers, interventionists and counselors will utilize MAP, DRA/EDL profiles, and grade level developed assessments, both formative and summative, to help identify students who are in need of academic interventions. Additionally, MAP will be used to identify RTI interventions to support academic needs of all students/student groups including SWD and ELLs through the use of the Learning Continuum in MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> SSP meetings will begin in September and October. Information about interventions will be properly documented in eStar. Parents will sign letter acknowledging the interventions in place. Progress monitoring will lead to better targeted small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, Academic Specialist, Interventionists, special education teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement structured Data Driven Instruction (SWOT) Professional Learning Communities that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will be able to engage in dialogue that leads to deeper understand of how to analyze and utilize data to help design appropriate student groupings based on specific needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
	 55%			
 No Progress  Accomplished  Continue/Modify  Discontinue				


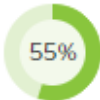




**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**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 30.1% to 50% by May 2022.

\*Increase the percentage of Hispanic students from 31.3% to 51.3% by May 2022

**HB3 Goal**

**Evaluation Data Sources:** MAP;DRA;EDI







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use common assessments to assess mastery of objectives. Teachers will analyze assessment data by all students including subgroups. Data will be tracked and, at least, classroom goals set for performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Data from common assessments documented. DCAs for grades 2 - 5, STAAR scores will all be analyzed and used to drive targeted instruction. Common assessments will be topics in PLCs as documented in the PLC notes.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators, AS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Uninterrupted Math Block: Master schedule will reflect an uninterrupted block of literacy for K-2 students; 3-5 students who are supported during their literacy block for Special Education or Dyslexia services, will be supported at times other than the Guided Reading lesson and small group lesson with the classroom teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Students in grades K-5 will receive consistent literacy instruction leading to increased reading fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> All campus educators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 3:** 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 16.7% to 30% by May 2022. Increase the percentage of Hispanic students from 15.6% to 30% by May 2022

**HB3 Goal**

**Evaluation Data Sources:** District Assessments; Campus Assessments; DRA; MAP








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all teachers professional development on guided reading instruction and planning .</p> <p><b>Strategy's Expected Result/Impact:</b> Effective targeted instruction taking place in guided reading groups leading to increased reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DDI PLC every two weeks for each grade level to discuss campus needs and assessment results</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance as measured through District Common Assessments every 6 weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Instructional Leadership Team; All campus educators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
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**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 15.6% to 30% by May 2022.  
Increase the percentage of Hispanic students from 15.5% to 30% by May 2022

**HB3 Goal**







**Evaluation Data Sources:** District Assessments; Campus Assessments; DRA; MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all teachers professional development on small group planning and instruction.  <b>Strategy's Expected Result/Impact:</b> Effective targeted instruction taking place in small math groups leading to increased mastery of targeted objectives.   <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide every grade level, including Special Education teachers and paraprofessionals, a dedicated time to discuss low TEKS from previous year's STAAR results, scope and sequence for the upcoming six weeks, specific instructional strategies to support students, and student assessment results (common assessments, running records, MAP, and benchmarks)  <b>Strategy's Expected Result/Impact:</b> Teachers understanding of specific student needs and using that data to target individual student groups  <b>Staff Responsible for Monitoring:</b> Biweekly Data Professional Learning Communities   <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement structured recurring Professional Learning Communities that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning.  <b>Strategy's Expected Result/Impact:</b> Teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative assessments.  <b>Staff Responsible for Monitoring:</b> Administrators; Instructional Leadership Team   <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>  <b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

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

**Performance Objective 1:** 80% of learners parents will participate in teacher/parent conferences in October and February.

**Evaluation Data Sources:** Teacher sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each teacher will contact parents two weeks prior to conference date.  <b>Strategy's Expected Result/Impact:</b> Increase participation in parent/teacher conferences  <b>Staff Responsible for Monitoring:</b> Grade level administrator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote parent/teacher conferences using school's social media websites, School Messenger, and PeachJar.  <b>Strategy's Expected Result/Impact:</b> Increase participation in parent/teacher conferences  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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