

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



Mission Statement

Our mission at W.T. Hanes Elementary is to foster a safe and stimulating environment where ALL scholars experience optimal learning, empowering them to reach their maximum potential.

Vision

Our vision for W.T. Hanes Elementary is to be a community that builds positive relationships to create a unified culture of respect, creates student-centered learning experiences that are hands-on, engaging, and purposeful, and instills social and emotional skills that will equip scholars to be responsible resilient citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W.T. Hanes Elementary is a Pre-K through fifth grade campus that currently houses 673 students. It is located at 2730 Cheyenne in northwest Irving. The school opened in 1969 and was named after William Trapper Hanes who served as IISD superintendent from 1956-1969. The Hispanic population makes up 67% of the campus demographics followed by African American at nearly 20%. About 48% of students are LEP and 71% are At-Risk. Hanes Elementary has retained over 70% of their teachers from the previous year and 76% of them have more than five years of experience. The campus leadership consists of one principal and two assistant principals.

TOTAL STUDENTS: 673

Pre-K	66
Kinder	108
First	97
Second	94
Third	87
Fourth	116
Fifth	105

Gender

Male: 53.49 %

Female: 46.51 %

Retained Students

**This data shows students who were retained in their entire educational background- not at Hanes Elementary alone.*

Total: 14

First	1
Second	1
Third	2
Fourth	4
Fifth	6

Race/Ethnicity

Hanes Elementary School
Generated by Plan4Learning.com

Hispanic/Latino	451	67.01%
African American	132	19.61%
Asian	42	6.24%
White	30	4.46%
Two or More Races	14	2.08%
American Indian/Alaskan Native	4	0.59%

Programs

504	38	5.65%
LEP	322	47.85%
BIL	228	33.88%
ESL	94	13.97%
AT-RISK	479	71.17%
SpEd	82	12.18%
G/T	57	8.47%
Immigrant	56	8.32%

Economically Disadvantaged: 673/100%

Homeless: 14/2.08%

Mobility: 19.42% (2021-22)

ATTENDANCE (2021-22)

Ethnicity/Race	Total Days Absent	Attendance Rate
Hispanic	5,992.50	91.1%
African American	1,864.50	91.1%
Asian	564	90.2%
White	528.5	90
Two or More Race	314.5	86.4
American Indian or Alaskan Native	111	89.8%
Gender	Total Days Absent	Attendance Rate
Male	5222	90.8%
Female	4153	91%
Special Populations	Total Days Absent	Attendance Rate

Ethnicity/Race	Total Days Absent	Attendance Rate
Special Education	1513	89.8%
Economic Disadvantage	8118	90.7%
LEP	4475.5	91.7%
At Risk	6717.5	90.6%
Gifted and Talented	954	92.6%
Homeless Status	262	87.2%

DISCIPLINE (2021-22)

Total Students: 56

Grades	Gender	ED	At-Risk	SpEd	Ethnicity/Race
Pre-K- 1	Male- 87.5%	F- 78.57%	Yes- 66.07%	Yes- 8.93%	Hispanic- 46.43%
Kinder- 2	Female- 12.5%	N- 16.07%	No- 33,93%	No- 91.07%	African American- 46.43%
1st- 3		R- 5.36%			Two or more races- 3.57%
2nd- 9					Asian- 1.79%
3rd- 8					White- 1.79%
4th- 19					
5th- 14					

TEACHER DATA

Gender	Ethnicity/Race	Education	Yrs Experience	
3 male	1 Asian	23 Bachelor's	Beginning Teachers	3
36 female	4 Black	15 Master's	1-5 Years Experience	6
	13 Hispanic		6-10 Years Experience	12
	21 White		11-20 Years Experience	7
			21-30 Years Experience	10

Teacher-Student Ratios: 17.7

Teacher Retention/Recruitment

Retention: 74.47%

Recruitment: 25.53%

Demographics Strengths

Hanes GT numbers are equitable compared to the district/state.

The demographics from GT classes reflect our campus demographics.

Teacher retention is at 74%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For discipline, 87.5% of reported incidents came from male students. **Root Cause:** Campus-wide, there is inconsistent use of PBIS and culturally responsive strategies being utilized.

Problem Statement 2: In 2021-22, the percentage of African American students present equaled the percentage of Hispanic students at 91.1% despite the fact that there were 273 less African Americans enrolled. **Root Cause:** There is inconsistent communication with stakeholders regarding the importance of attendance and an absence of campus motivational initiatives such as PBIS.

Student Learning

Student Learning Summary

STAAR Overview

Overall, students at Hanes performed at their projected progress measures for the 221-22 STAAR assessment. The campus received a "B" rating, indicating possible areas of growth, while also demonstrating an upward trend in overall student performance. Specific areas that Hanes can focus on for the 22-23 school year include the components of Domain III, "Closing the Gaps". Hanes has an opportunity to address gaps in student learning across special populations.

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 84.8%)	37	69	Not Rated: Senate Bill 1365
Closing the Gaps	60	73	C

Student Achievement

Hanes students on average (majority) are performing at or above the "approaches GL" standard on the 21-22 STAAR assessment. While this is encouraging, Hanes has some work to do with regard to the 48% of students who are not performing at the "Approaches GL" standard. The data provided suggests that great gains can be made by addressing our special populations through intentional, targeted Tier 1 instruction.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	270	270	76	-	616	
Approaches GL or Above	180	155	45	-	380	62%
Meets GL or Above	119	74	23	-	216	35%
Masters GL	55	19	4	-	78	13%
Total Percentage Points						110%
Component Score						37

School Progress

An overwhelming majority of students at Hanes earned the campus one point in state calculations for the accountability measures. This indicates strong growth across student groups. In short, Hanes students are growing. Priorities for the 22-23 school year will include addressing the students who did not earn the campus any points, as this indicates lack of growth from one year to the next.

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	62	0.0	14	7.0	222	222.0	229.0	298	77
Reading / ELA	30	0.0	7	3.5	110	110.0	113.5	147	77
Mathematics	32	0.0	7	3.5	112	112.0	115.5	151	76

Closing the Gaps

As stated in previous sections, Hanes has done well with student growth, however, our special populations need additional Tier 1 support across tested grade levels and in PK-2 to boost student achievement across the board. Equity and access are the cornerstones of this growth, and a priority for the 22-23

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	7	16	44%	30%	13.2
Growth Status	13	14	93%	50%	46.5
ELP Status	0	1	0%	10%	0.0
Student Success Status	0	10	0%	10%	0.0
Closing the Gaps Score					60

schoolyear.

Comparison Groups

Of the schools included in this snippet of the comparison group, Hanes falls in the lower middle. This is likely due to the low student achievement score in comparison with the rest of the group. This low score also affects the relative performance score. Areas where Hanes is strong in comparison to other campuses in this group include Academic Growth and School Progress. Gains in Student Achievement will boost this score tremendously, and begins with quality Tier 1 instruction.

		Student Achievement		School Progress		Academic Growth		Relative Performance		Closing the Gaps		Overall	
Campus Name	District Name	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating
HANES EL (057912119)	IRVING ISD	64	U	83	B	83	B	69	U	73	C	80	B
KUJAWA EL (101902130)	ALDINE ISD	56	U	86	B	86	B	58	U	74	C	82	B
HUMPHREY'S HIGHLAND EL (188901111)	AMARILLO ISD	76	C	85	B	67	U	85	B	74	C	82	B
GONZALEZ EL (031901130)	BROWNSVILLE ISD	79	C	98	A	98	A	88	B	100	A	99	A
PENA EL (031901141)	BROWNSVILLE ISD	80	B	97	A	97	A	88	B	96	A	97	A
BLAIR EL (057903131)	CARROLLTON-FARMERS BRANCH ISD	88	B	92	A	92	A	91	A	100	A	94	A
MCLAUGHLIN STRICKLAND EL (057903135)	CARROLLTON-FARMERS BRANCH ISD	58	U	89	B	89	B	60	U	74	C	85	B
COOKE EL (126903109)	CLEBURNE ISD	69	U	85	B	85	B	74	C	74	C	82	B
FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	73	C	91	A	91	A	81	B	78	C	87	B
HAIRGROVE EL (101907128)	CYPRESS-FAIRBANKS ISD	91	A	93	A	93	A	92	A	100	A	95	A
SEAGOVILLE NORTH EL (057905244)	DALLAS ISD	59	U	86	B	86	B	65	U	75	C	77	C

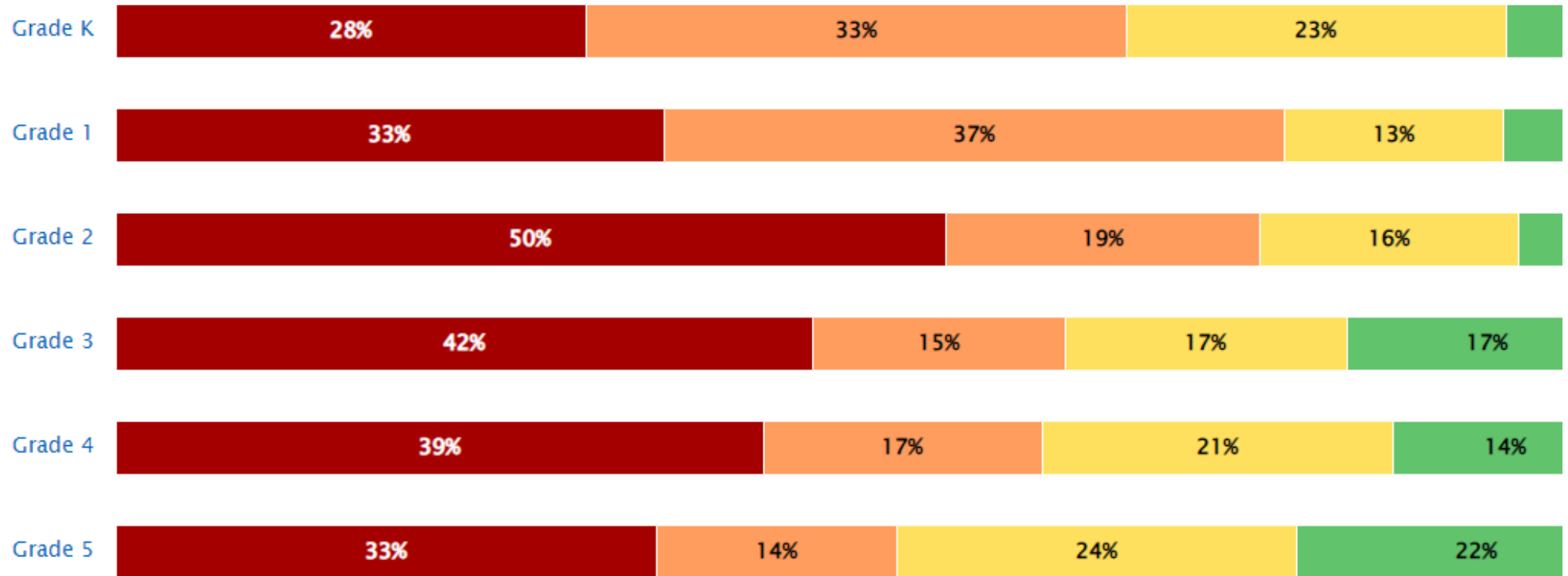
Special Populations

MAP

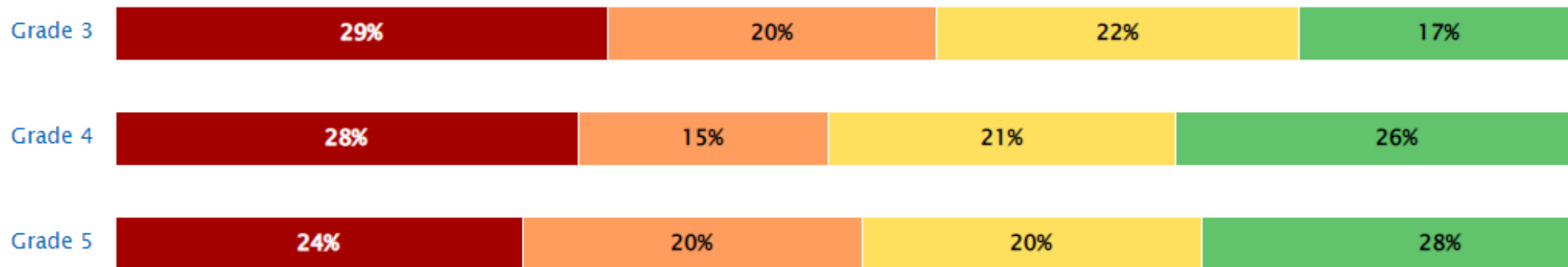
On average, student groups in K-5 are Tier 2 and above in Math, but the focus of our Tier 1 instruction needs to be on foundational skills: such as computation and basic number sense, especially in the K-2 grades. This will translate to higher performance in the STAAR-tested grades, because students will have a stronger mathematical foundation on which to build more advanced math skills.

Reading scores are stronger than math scores for the 21-22 school year, giving Hanes incentive to continue growing our students in this area. Overall the students are about 70% Tier 2 and above, with the only exception being 5th grade Spanish (though it is important to note that this has more to do with students arriving who are new to the country than Tier 1 instruction, and the sample sizes are much smaller). Hanes can continue to leverage reading instruction cross-curricularly, providing students authentic opportunities to use Academic Vocabulary and conversations in the classroom.

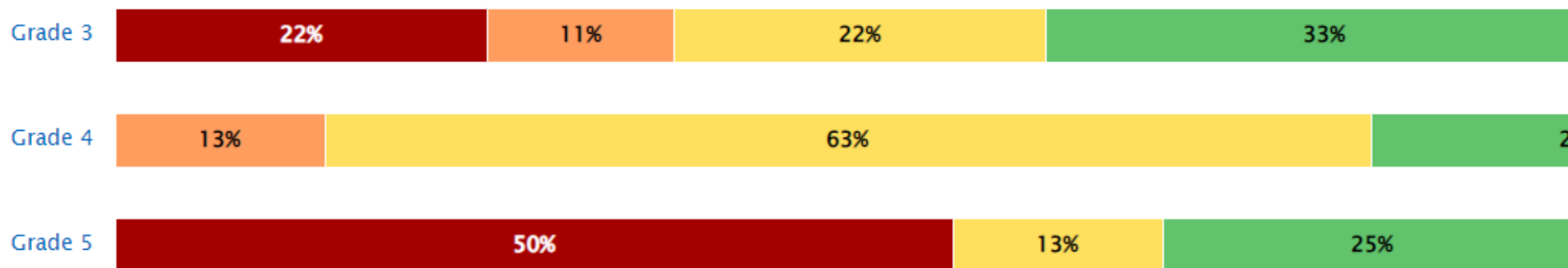
School Achievement: Math K-12



School Achievement: Reading



School Achievement: Reading (Spanish)



mCLASS

Hanes looks forward to Year 2 of mCLASS implementation in the K-2 classrooms. With any new testing instrument, teachers and students alike need time and experience to build their capacity. K-2 teachers will begin the 22-23 school year with a year's worth of experience using mCLASS and we expect to see growth from 21-22 to this year.

Grade 1		Reference Data (Compare these results against a wider population)	
JACKSON, JANA E	21-22 BOY	11(60%)	5(28%) 1(6%) 1(6%)
	21-22 MOY	8(44%)	5(28%) 5(28%)
NEWELL, LAURA	21-22 BOY	1(6%)	3(19%) 4(25%) 8(50%)
	21-22 MOY	1(6%) 1(6%)	6(38%) 8(50%)
RUIZ, MAURA	21-22 BOY	14(70%)	4(20%) 2(10%)
	21-22 MOY	13(62%)	3(14%) 3(14%) 2(10%)
Grade 2		Reference Data (Compare these results against a wider population)	
ANDERSON, BRITTANY	21-22 BOY	8(50%)	1(6%) 4(25%) 3(19%)
	21-22 MOY	4(24%)	5(29%) 6(35%) 2(12%)
ORDAZ, ELIZABETH	21-22 BOY	3(23%)	3(23%) 5(39%) 2(15%)
	21-22 MOY	6(46%)	2(15%) 4(31%) 1(8%)
RANGEL, GABRIELA	21-22 BOY	16(89%)	2(11%)
	21-22 MOY	16(84%)	1(5%) 2(11%)
TARVER, SCOTT	21-22 BOY	9(75%)	1(8%) 2(17%)
	21-22 MOY	8(57%)	1(7%) 5(36%)

Student Learning Strengths

Student Learning Strengths at Hanes include the following:

- High Participation in STAAR testing (100%)
- 222 students earned 1 point for the campus in accountability
- B Rating for Campus
- 5/7 1st and 2nd grade teachers showed BOY-MOY growth in mCLASS

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in special populations are achieving at a lower rate than their peers. **Root Cause:** Teachers lack the instructional skill to appropriately differentiate instruction in a meaningful, culturally-responsive way that addresses the needs of all students.

Problem Statement 2 (Prioritized): Too much focus has been placed on Tier 2 and 3 interventions leading to over-identification of students for re-teaching without appropriately supporting Tier 1 instruction first. **Root Cause:** Teachers require additional support with the implementation of quality Tier 1 instruction.

Problem Statement 3 (Prioritized): Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III. **Root Cause:** There is a lack of accountability between community and campus regarding student attendance.

School Processes & Programs

School Processes & Programs Summary

Hanes Elementary implements a whole child response to classroom management. Teachers know the first weeks of school are dedicated to developing processes and procedures and most importantly develop relationships with students. This focus on social emotional learning has helped reduce referrals. This year we have added Capturing Kid's Hearts to add additional techniques to help with relationship building and classroom management. Adding Capturing Kid's Hearts will also help reduce student referrals.

Instructional staff participated in two days of Capturing Kid's Hearts professional development.

Master Schedule includes "CLG-Closing Learning Gaps" (MTSS) intervention time. PLC is scheduled each Thursday as an extended planning period.

Lesson plans are both a team collaboration and individually based. Plans focus on essential standards and how each week's lesson corresponds to the essential standards. Plans also include formative assessment and small group instruction. Teachers worked at the beginning of the year to select Essential Standards which guides lessons throughout the year. Common Assessments align to essential standards. Novice teachers are given opportunities to observe veteran teachers throughout the year.

Our Counselors provide a variety of guidance lessons such as anti-bullying, drug awareness, career and college awareness and lessons that geared to the needs of the students. The campus participates in college awareness week. We highlight a variety of universities and take the 5th graders on a college tour.

School Processes & Programs Strengths

The campus is working towards aligning our PLC and processes with our vision and mission.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of teacher buy-in for campus-wide strategies negatively impacts the implementation of consistent behavior management and PLC participation. **Root Cause:** Inconsistent messaging (such as implementation and integration of new programs, initiatives, and testing instruments) between campus and district results in teacher confusion and lack of buy-in.

Perceptions

Perceptions Summary

Attendance

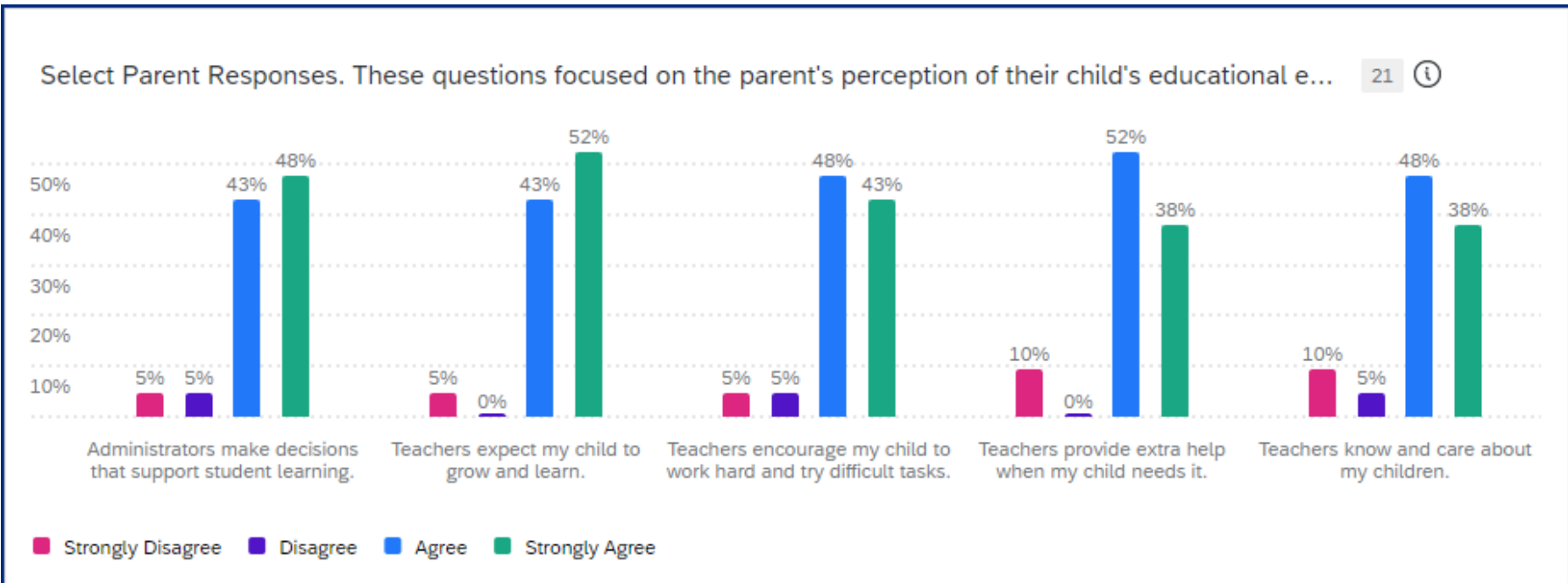
For the 21-22 school year, Hanes students had a total of 12,194 absences. When taken into account the demographic groups that encompass these numbers, a few trends become apparent:

- 2nd and 4th grade have the most absences on average (in comparison to 20-21 and 21-22).
- At-Risk students have a higher incidence of absenteeism.
- Students identified to receive Special Education services have a higher incidence of Absenteeism.
- While small, the incidence of absenteeism in Hispanic and African American populations is slightly over-represented as compared to percentage of total student population; whereas White students are significantly underrepresented.

These trends are reflected in student achievement as well, with 2nd grade students averaging lower than other grade levels (see MAP data in Student Achievement Section). Additionally, the student performance in Domain III can be linked to attendance as well, with special populations averaging lower attendance than their peers.

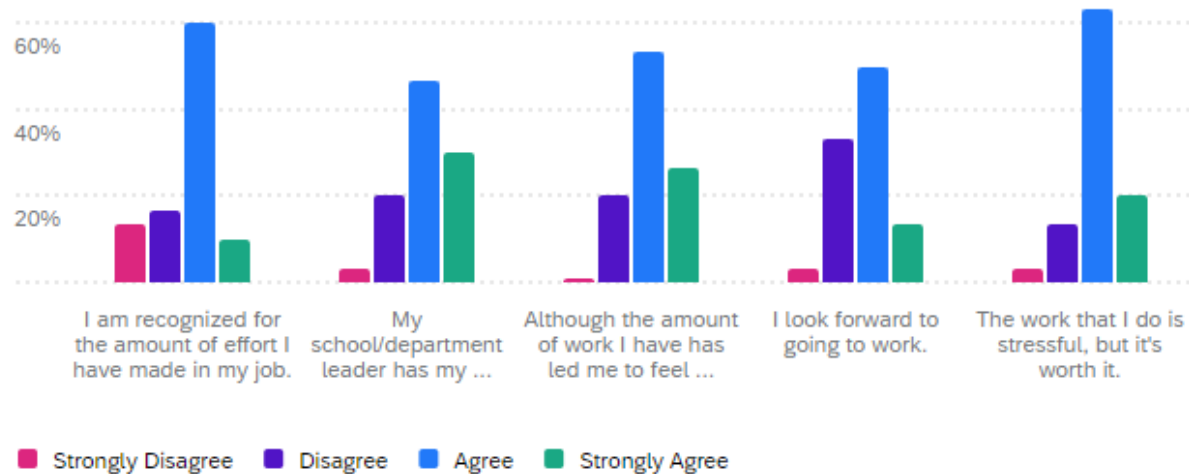
Parent/Community Participation is measured through the Parent Liaison. As part of the Liaison's work with the campus, she works alongside parents and community members to build positive relationships and provide support for parents. She holds events with the counselors as well as with All Pro Dads. Parent/Community participation is measured by the number of attendees. Additionally, parent volunteers are welcome on campus after completing necessary applications/background checks. Potential barriers to parent/community participation include language, perception of education, lack of trust, and lack of access.

Climate/Culture Perceptions - Overall, parent perception of the campus through climate surveys is positive:



Stakeholder Engagement centers on the Campus Improvement Committee meetings, held four times per year. Teachers, staff, parents, and community members are welcomed for these meetings, and campus concerns are addressed, along with soliciting community support for campus needs.

Staff Turnover for Hanes is low, with a 77% retention rate from 21-22 to 22-23. Overall, staff morale and perception is positive, evidenced in climate surveys:



Perceptions Strengths

Perceptions strengths include:

- Strong Parent Liaison programming
- Overall positive parent/community perception of campus and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III. **Root Cause:** There is a lack of accountability between community and campus regarding student attendance.

Priority Problem Statements

Problem Statement 4: For discipline, 87.5% of reported incidents came from male students.

Root Cause 4: Campus-wide, there is inconsistent use of PBIS and culturally responsive strategies being utilized.

Problem Statement 4 Areas: Demographics

Problem Statement 1: Students in special populations are achieving at a lower rate than their peers.

Root Cause 1: Teachers lack the instructional skill to appropriately differentiate instruction in a meaningful, culturally-responsive way that addresses the needs of all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Lack of teacher buy-in for campus-wide strategies negatively impacts the implementation of consistent behavior management and PLC participation.

Root Cause 3: Inconsistent messaging (such as implementation and integration of new programs, initiatives, and testing instruments) between campus and district results in teacher confusion and lack of buy-in.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Too much focus has been placed on Tier 2 and 3 interventions leading to over-identification of students for re-teaching without appropriately supporting Tier 1 instruction first.

Root Cause 2: Teachers require additional support with the implementation of quality Tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III.

Root Cause 5: There is a lack of accountability between community and campus regarding student attendance.

Problem Statement 5 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

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
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at 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 10% by May 2023. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

HB3 Goal

Evaluation Data Sources: Circle Indicators

Strategy 1 Details	Reviews			
<p>Strategy 1: PREK Teachers will use district provided curriculum with fidelity to meet targeted measures in the 5 (English/Spanish) Combined Circle Indicators ensuring that students receive early literacy skills. Strategy's Expected Result/Impact: Students' will increase early literacy skills. Staff Responsible for Monitoring: PK Teachers, Administrators</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide small group lesson plans weekly which target necessary skills required to meet targeted measures in the 5 (English/Spanish Combined) Circle indicators.</p> <p>Strategy's Expected Result/Impact: 80% of PREK students will meet targeted measures in the Circle indicators.</p> <p>Staff Responsible for Monitoring: PREK Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 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:

Student Learning
<p>Problem Statement 2: Too much focus has been placed on Tier 2 and 3 interventions leading to over-identification of students for re-teaching without appropriately supporting Tier 1 instruction first. Root Cause: Teachers require additional support with the implementation of quality Tier 1 instruction.</p>

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at 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 75% to 85% by May 2023.

HB3 Goal

Evaluation Data Sources: 2022 Circle Testing

Strategy 1 Details	Reviews			
<p>Strategy 1: PREK Teachers will use district provided curriculum with fidelity to meet targeted measures in the 5 (English/Spanish) Combined Circle Indicators.</p> <p>Strategy's Expected Result/Impact: 80% of PREK will meet or exceed on phonological awareness on the Circle assessment by May 2023.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use CIRCLE progress monitoring to quickly assess and focus lessons on phonemic and phonological instruction.</p> <p>Strategy's Expected Result/Impact: PREK Students will meet or exceed 85% on the Circle Assessment in</p>	Formative			Summative
	Nov	Feb	Apr	June

phonological awareness.

Staff Responsible for Monitoring: Teachers, Administrators, Interventionist

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levels:

Lever 4: High-Quality Curriculum

- Additional Targeted Support Strategy

Problem Statements: Student Learning 2



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Too much focus has been placed on Tier 2 and 3 interventions leading to over-identification of students for re-teaching without appropriately supporting Tier 1 instruction first. **Root Cause:** Teachers require additional support with the implementation of quality Tier 1 instruction.





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

Performance Objective 3: Increase the percentage of 3rd - 5th students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 36.3% to 50% by May 2023.

*Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who from 34.7% to 50% by May 2023."

High Priority

Evaluation Data Sources: MAP: BOY, MOY and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level select Reading essential standards at the beginning of the year and plan lessons directly based on essential standards to increase quality of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 3rd-5th grade students will meet or exceed expected growth on Reading MAP in English and Spanish.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Teachers and Administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers meet bi-monthly for PLC to review Reading MAP, Common Assessment or other evaluation data to drive Tier 1 instruction and small group lessons.</p> <p>Strategy's Expected Result/Impact: Students will have incremental improvement to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Academic Specialist and administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2</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>				

Performance Objective 3 Problem Statements:

Student Learning

<p>Problem Statement 2: Too much focus has been placed on Tier 2 and 3 interventions leading to over-identification of students for re-teaching without appropriately supporting Tier 1 instruction first. Root Cause: Teachers require additional support with the implementation of quality Tier 1 instruction.</p>

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

Performance Objective 4: Increase the percentage of Kindergarten students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 40% to 50% by May 2023.

Increase the percentage of Grade 1 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 62% to 72% by May 2023.

Increase the percentage of Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 38% to 48% by May 2023.

Increase the percentage of Kindergarten students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 59% to 69% by May 2023.

Increase the percentage of Grade 1 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 52% to 62% by May 2023.





Increase the percentage of Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 38% to 48% by May 2023.

Increase the percentage of economically disadvantaged students growth (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) 10% by May 2023.

High Priority

Evaluation Data Sources: mClass: BOY, MOY and EOY. mClass progress measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade levels select Reading essential standards at the beginning of the year and plan lessons directly based on essential standards to increase quality of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students meeting or exceeding grade level expectations in Reading mClass.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, and administrators</p> <p>Title I: 2.4, 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: Teachers meet bi-monthly for PLC to review Reading MClass, Common Assessment or other evaluation data to drive instruction and small group lessons.</p> <p>Strategy's Expected Result/Impact: K-2 meet or exceed grade level expectations in MClass.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialists and administrators</p> <p>Title I: 2.4</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: Utilize educational software resource to target and strengthen skills in math.</p> <p>Strategy's Expected Result/Impact: Increase all students' MAP Math growth percentages in the meets and exceeds categories.</p> <p>Staff Responsible for Monitoring: Teachers and Interventionists</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> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Funds: SCE - \$5,300</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:

Student Learning
<p>Problem Statement 1: Students in special populations are achieving at a lower rate than their peers. Root Cause: Teachers lack the instructional skill to appropriately differentiate instruction in a meaningful, culturally-responsive way that addresses the needs of all students.</p>

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 (English/Spanish combined) from 28% to 50% by May 2023.

Increase the percentage of economically disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 29% to 50% by May 2023.

HB3 Goal

Evaluation Data Sources: MAP Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed a 30 minute block of daily Response to Intervention (RtI) into the master schedule for additional math support during the instructional day, to help close learning gaps to achieve a 10% increase in K-2 MAP RIT scores in Math by 10%.</p> <p>Strategy's Expected Result/Impact: At least 85% of K-2 grade students will meet or exceed their projected RIT score targets on the EOY MAP Math test.</p> <p>Staff Responsible for Monitoring: Teachers Administration Academic Specialist</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 teachers will identify essential standards in Math to develop and administer Math common assessments every six weeks to monitor student performance, use summative data to plan purposeful strategies for interventions.</p> <p>Strategy's Expected Result/Impact: 80% of K-5th grade students will perform at a percentage of 80% or greater on campus and district common assessments in Math.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: General Supplies - 211 - Title I-A - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Hire two part-time math tutors that will assist in closing achievement gaps</p> <p>Strategy's Expected Result/Impact: Increase the percentage of meets or exceeds MAP Math Growth of all students.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionist</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> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I-A - \$18,000</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:

Student Learning
<p>Problem Statement 1: Students in special populations are achieving at a lower rate than their peers. Root Cause: Teachers lack the instructional skill to appropriately differentiate instruction in a meaningful, culturally-responsive way that addresses the needs of all students.</p>





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 56% to 70% by May 2023.

Increase the percentage of economically disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 55% to 70% by May 2023.





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use common assessments to assess mastery of objectives. Teachers will analyze assessment data by all students including subgroups. Data will be tracked.</p> <p>Strategy's Expected Result/Impact: Data from common assessments documented. DCAs from grades 2-5, STAAR scores will all be analyzed and used to drive targeted instruction. Common assessments will be topics in PCs as documented.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Academic Specialists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Master schedule reflects embed intervention blocks daily (RtI) for additional math support during the instructional day, to help close learning gaps to achieve a 10% increase in Masters level as measured by STAAR and increase 3-5 MAP scores by 10% for all students.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will receive consistent math instruction leading to increased math fluency.</p> <p>Staff Responsible for Monitoring: All campus educators</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher tutoring will be offered campus-wide to address academic achievement gaps based on student needs.</p> <p>Strategy's Expected Result/Impact: Decrease academic achievement gaps and increase growth in assessments for math.</p> <p>Staff Responsible for Monitoring: Academic Specialist</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> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A - \$7,000</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 3: In Irving ISD, we will increase 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 23.2% to 45% by May 2023. Increase the percentage of English Learners students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at MEETS or above on STAAR Reading from 17.3% to 30% by May 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed a cross-curricular positive school climate through daily mindfulness in the classroom, social-emotional learning through guidance lessons, and small groups.</p> <p>Strategy's Expected Result/Impact: 80% of students will know how to regulate their emotions using mindfulness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all teachers professional development on district curriculum instruction and planning.</p> <p>Strategy's Expected Result/Impact: Effective targeted instruction taking place in small groups to increase reading levels.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Specialists</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 Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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 3: In Irving ISD, we will increase 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 16.9% to 30% by May 2023. Increase the percentage of English Learners students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at MEETS or Above on STAAR math from 13.4% to 25% by May 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all teachers professional development on small group planning and instruction.</p> <p>Strategy's Expected Result/Impact: Effective, targeted instruction taking place in small math groups leading to increased mastery of targeted objectives.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialists, Administrators and Specialists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide every grade level, including Special Education teachers and paraprofessionals, 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).</p> <p>Strategy's Expected Result/Impact: Teachers understanding of specific student needs and using that data to target individual student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialists, Interventionists, Specialists (PLC)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and its effectiveness as measured through formative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, 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 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase parent volunteers from previous year.

High Priority

Evaluation Data Sources: Parent hours clocked in Raptor

Strategy 1 Details	Reviews			
<p>Strategy 1: Adding Pro Dads, PTO and opening campus to volunteers. Strategy's Expected Result/Impact: Increase participation in parent involvement. Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 Funding Sources: - 199 - General Funds - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Student absenteeism negatively affects learning outcomes, specifically in our special populations (Economically Disadvantaged, Special Education, Emergent Bilingual), leading to lower achievement in Domain III. Root Cause: There is a lack of accountability between community and campus regarding student attendance.</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 Hanes Elementary School

Total SCE Funds: \$25,636.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Hanes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Claudia Gonzalez	Parent Liaison	1
Jessica O'Neil	K-5 Literacy Interventionist	1
Priscilla Godina	Instructional Aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

We started meetings in March with multiple groups such as grade level leads, Campus Improvement Committee members, and instructional leadership teams. We reviewed the data in Plan4Learning, assessments throughout the year such as MAP, mClass and STAAR.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIC committee discussed the Campus Improvement Plan at the April meeting.

2.2: Regular monitoring and revision

The instructional leadership team reviewed the campus improvement plan in November, February, April and June.

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

The 21-22 Campus Improvement Plan can be located on the campus website and in the Title 1 crate.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Hanes Elementary made 100% progress on all Strategies related to Performance Objectives for 2021-2022 with the exception of three, which will be continued in the 2022-2023 school year:

- Goal 1: Performance Objective 1: Strategy 3
- Goal 1: Performance Objective 3: Strategy 1
- Goal 2: Performance Objective 1: Strategy 1

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Plan was sent to parent via Parent SMORE. Parents acknowledged reviewing and receiving by submitting a Google Form. This year, parents received via Parent SMORE and a hard copy was given to those who attended Title 1/Parent informational Night. Teachers also sent Family Engagement Policy to students who did not attend

Title 1/Parent Information Night.

4.2: Offer flexible number of parent involvement meetings

Last year, Parent Involvement Meeting occurred via zoom due to COVID on October 20, 2021. This year the meeting was held on September 7, 2023 in person and via zoom on September 15, 2023

5. Targeted Assistance Schools Only

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

Hanes is not targeted for assistance.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Gonzalez	Parent and Family Liaison		1
Jessica O'Neil	K-5 Interventionist		1
Priscilla Godina	Paraprofessional		1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$600.00
Sub-Total					\$600.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$5,300.00
Sub-Total					\$5,300.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	General Supplies		\$1,000.00
2	1	3			\$18,000.00
2	2	3			\$7,000.00
Sub-Total					\$26,000.00