

**Irving Independent School District**  
**Keyes Elementary School**  
**2022-2023 Campus Improvement Plan**



# **Mission Statement**

Our mission is to empower all students to be life long learners, inspiring them to reach their maximum potential as confident critical thinkers, good citizens, and future leaders in a global community.

## **Vision**

We are collaborative role models who inspire and motivate a passion for life long learning by instilling and personifying high ethical values.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Professional Development Implementation	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets level or above on STAAR Reading from 26.7% to 39% by 2024.	13
Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets grade level or above on STAAR Math from 20.4% to 49% by 2024.	20
Goal 3: In Irving ISD, we will increase the overall CCMR Meets from 60% to 75% by 2024.	28
Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.	30
Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.	32
State Compensatory	33
Budget for Keyes Elementary School	34
Personnel for Keyes Elementary School	34
Title I	34
1. Comprehensive Needs Assessment (CNA)	35
1.1: Comprehensive Needs Assessment	35
2. Campus Improvement Plan	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
3. Annual Evaluation	35
3.1: Annually evaluate the schoolwide plan	35
4. Parent and Family Engagement (PFE)	35
4.1: Develop and distribute Parent and Family Engagement Policy	35
4.2: Offer flexible number of parent involvement meetings	36
5. Targeted Assistance Schools Only	36
Title I Personnel	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Paul Keyes Elementary enrollment includes 664 students and we are located in South Irving. 92.1% of students at Keyes Elementary are considered Economically Disadvantaged, 75.4% of students are labeled ELL, and have a mobility rate of 11.0%. For the 20-21 school year Keyes is servicing 77.5% Hispanic students, 3.2% African American, 12.2% white, and 5.6% American Indian. 6.7% receive special services. The schools enrollment has remained constant for the past several years servicing over 650 students. All Keyes teachers have met the HB3 requirement.

### Demographics Strengths

There is a representation of staff that mirrors the demographics of students. This helps teachers understand students' cultural background and are able to relate to their needs. The community of parents are very involved on campus. The parent center is a place that our parents feel right at home. It stays very busy in the parent center as parents are investing in their own learning, or volunteering their time to support the campus needs. The Keyes community is involved and participates at all campus events which includes: Math and Literacy nights, campus improvement committee, Fun-shine committee, and PBIS intervention system. Keyes continues to have little to no discipline concerns. Approximately 23% of our teachers have more than one year of experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance did not meet the 97% district expectation for the 21-22 school year. **Root Cause:** Attendance procedures and plan were not in place

# Student Learning

## Student Learning Summary

Below is a chart of the 2021 & 2022 STAAR Scores for Reading and Math in grades 3-5. The percent increase for Meets and Masters is based on the difference between the scores for 2021 and 2022. We had the biggest percent increase in Meets in 4th Grade Reading and the biggest increase in Masters in 5th Grade Reading.

year	Grade	Content	Approaches	Meets	Masters	Meets % Increase	Masters % Increase
2021	3	Reading	43%	15%	4%		
2022	3	Reading	70%	30%	18%	15 %	14%
2021	3	Math	36%	14%	4%		
2022	3	Math	61%	26%	11%	12 %	7%
2021	4	Reading	40%	8%	5%		
2022	4	Reading	71%	35%	16%	27 %	11%
2021	4	Math	44%	15%	5%		
2022	4	Math	65%	32%	14%	17 %	9%
2021	5	Reading	53%	21%	10%		
2022	5	Reading	64%	39%	26%	18 %	16%
2021	5	Math	54%	18%	8%		
2022	5	Math	74%	40%	16%	22%	8%
2021	5	Science	43%	12%	5%		
2022	5	Science	60%	39%	14%	17%	9%

In 2021, SPED students were at 42% Approaches, 21% Meets, and 13% Masters. For Emergent Bilinguals, students got 42% got Approaches, 15% Meets, and 6% Masters. Our campus address students who are absent by teachers providing work on Canvas (for Grades 4-5) and on Seesaw for grades (K-5). In addition, teachers have absence folders with work students missed for them to complete upon return.

## Student Learning Strengths

Based on the 2022 STAAR Results our strengths are in 5th Grade Science and 5th Grade Math coming in 3rd place in the district.

We are ranked 3rd in the district with a campus overall scaled score of 87. This score is comprised of Students Achievement (Meets, Masters), School Progress (Growth from last year), Closing the Gaps-performance among different groups of students

We received a 92 for our Academic Growth Scaled Score. This was attributed to all the work that we have put into RTI planning and building time in the master schedule.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In grades 3-5, 2022 STAAR data indicates we need to be more intentional with closing the gaps in math and reading. **Root Cause:** There was not enough focus on skill-based interventions, based on student needs.

# School Processes & Programs

## School Processes & Programs Summary

Keyes Elementary 2022-2023 School year: Response to Intervention times have been built into the master schedule. In addition, teachers will have Response to Intervention planning every other Friday to analyze data and identify student needs. Once a month teachers will meet to have collaborative team meetings to discuss concepts such as smart goals, DCA data, TFAR, MAP Data, and data digs facilitated by the administration and the instructional team. At Keyes Elementary, we will continue to coach teachers, provide timely feedback, and professional development. PBIS system is in place and minimizes office referrals. Students have the opportunity to earn prizes with a token system. Keyes carries the vision of the 3 big rock: collaboration, instruction, positive culture.

## School Processes & Programs Strengths

RTI is built into the master schedule and teachers are provided RTI planning time every other week so we can target student instruction and close academic gaps. For the 22-23 school year, teachers will participate in Collaborative team meetings once a month with a prescriptive agenda that includes topics such as; smart goals, modeling, reteaching, assessments, and data dives. Lesson plans and instruction are data-driven. This is reinforced through RTI planning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Collaborative team meetings were not consistently targeted or occurring on a frequent basis **Root Cause:** Agenda and processes needed to be defined more clearly.

# Perceptions

## Perceptions Summary

Keyes Elementary collaborates to impact high student academic achievement. According to the end-of-year temperature check survey, teachers feel supported and are comfortable with going to campus administration with their concerns. Teachers indicated administrators are visible and promote a positive school culture. The parent liaison at Paul Keyes has high parent involvement, consistent volunteers, and engaging parent seminars. Students at Keyes believe their teachers care about them and want them to be successful.

## Perceptions Strengths

Keyes Elementary's climate survey indicates there is a positive climate and culture throughout the campus. Teachers and students feel their input is valued and their voices are heard. Staff turnover at Keyes remains at a minimum. Multiple parent classes are offered throughout the school year. Parent volunteers are here daily at our campus. Parent Liason does an excellent job with community outreach in building strong community/school partnerships. According to the parent survey, approximately 84% of parents know that their children's teachers care about them. Approximately, 92% of parents know that teachers have high expectations of their children. Approximately, 92% of parents feel that teachers communicate with them about the progress of their child.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 23% of staff does not feel supported regarding decisions about student behavior. **Root Cause:** Clear guidelines about behavior system were not put in place.



# Professional Development Implementation

## Professional Development Implementation Summary

Teachers will receive ongoing professional development based on campus data and student needs.

# Priority Problem Statements

**Problem Statement 1:** Attendance did not meet the 97% district expectation for the 21-22 school year.

**Root Cause 1:** Attendance procedures and plan were not in place

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In grades 3-5, 2022 STAAR data indicates we need to be more intentional with closing the gaps in math and reading.

**Root Cause 2:** There was not enough focus on skill-based interventions, based on student needs.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Collaborative team meetings were not consistently targeted or occurring on a frequent basis

**Root Cause 3:** Agenda and processes needed to be defined more clearly.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 23% of staff does not feel supported regarding decisions about student behavior.

**Root Cause 4:** Clear guidelines about behavior system were not put in place.

**Problem Statement 4 Areas:** Perceptions

# 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)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals





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

**Performance Objective 1:** The percentage of Kindergarten students "on track" on mClass will increase from 60% to 80% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth in reading and writing assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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> Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 39% to 44% by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Collaborative team meetings were not consistently targeted or occurring on a frequent basis <b>Root Cause:</b> Agenda and processes needed to be defined more clearly.</p>





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

**Performance Objective 2:** The percentage of 1st-grade students "on track" on mClass will increase from 53% to 75% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth in reading and writing assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 39% to 44% by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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;"> <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 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In grades 3-5, 2022 STAAR data indicates we need to be more intentional with closing the gaps in math and reading. <b>Root Cause:</b> There was not enough focus on skill-based interventions, based on student needs.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Collaborative team meetings were not consistently targeted or occurring on a frequent basis <b>Root Cause:</b> Agenda and processes needed to be defined more clearly.</p>







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

**Performance Objective 3:** The percentage of 2nd Grade students "on track" on mClass will increase from 58% to 75% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth in reading and writing assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional Targeted 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> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.  <b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional 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> Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 25% to 30% by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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;"> <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 level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 4:** The percent of 3rd grade students who score at meets grade level or above on STAAR Reading will increase from 30% to 35% by June 2023.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth in reading and writing assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Processes &amp; Programs 1</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> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.  <b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional 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> Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 30% to 35% by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Collaborative team meetings were not consistently targeted or occurring on a frequent basis <b>Root Cause:</b> Agenda and processes needed to be defined more clearly.</p>

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

**Performance Objective 1:** The percent of Kinder students on or above the 40th percentile on Math MAP will increase from 66% to 78% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** MAP & Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth on math assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p>	Formative			Summative
	Nov	Feb	Apr	June

**Staff Responsible for Monitoring:** Administrators and Teachers

**Title I:**

2.4, 2.6


**- TEA Priorities:**


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


**- ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 2:** The percent of 1st grade students on or above the 40th percentile on Math MAP will increase from 46% to 66% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** MAP & Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth on math assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p>	Formative			Summative
	Nov	Feb	Apr	June

**Staff Responsible for Monitoring:** Administrators and Teachers

**Title I:**

2.4, 2.6

**- TEA Priorities:**

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

**- ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue



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

**Performance Objective 3:** The percent of 2nd Grade students on or above the 40th percentile on Math MAP will increase from 29% to 40% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** MAP & Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth on math assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p>	Formative			Summative
	Nov	Feb	Apr	June

**Staff Responsible for Monitoring:** Administrators and Teachers

**Title I:**

2.4, 2.6


**- TEA Priorities:**


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


**- ESF Levels:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 4:** The percent of 3rd grade students who score at meets grade level or above on STAAR Math will increase from 26% to 30% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, and Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth on math assessments.  <b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June






**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In grades 3-5, 2022 STAAR data indicates we need to be more intentional with closing the gaps in math and reading. <b>Root Cause:</b> There was not enough focus on skill-based interventions, based on student needs.</p>





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

**Performance Objective 1:** The percent of 3rd, 4th, and 5th grade students who score at meets grade level or above on STAAR Math, Reading and Science will increase from 22% to 27% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, and Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated and differentiated instruction will be provided for all gifted and talented students through hands on projects, presentations, and portfolios.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of GT students will master standards above grade level in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</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> Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth on math, reading, and science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Additional 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> Targeted intervention and extension support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> In grades 3-5, 2022 STAAR data indicates we need to be more intentional with closing the gaps in math and reading. <b>Root Cause:</b> There was not enough focus on skill-based interventions, based on student needs.</p>

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

**Performance Objective 1:** We will consistently hold multiple parent meetings and trainings through our parent center throughout the school year.

**Evaluation Data Sources:** Parent Survey Responses & Sign-In Sheets (Attendance)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff a parent liaison on campus to organize and facilitate parent engagement on campus.  <b>Strategy's Expected Result/Impact:</b> Increased level of parent engagement seen throughout the school year as measured by parent attendance at events.  <b>Staff Responsible for Monitoring:</b> Administration &amp; Parent Liaison</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance did not meet the 97% district expectation for the 21-22 school year. <b>Root Cause:</b> Attendance procedures and plan were not in place</p>

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

**Performance Objective 2:** We will plan and organize multiple family events during the 2022-2023 school year.

**Evaluation Data Sources:** Parent attendance at school events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a Community Engagement Committee that plans and organizes various family events on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement as seen through documented attendance at school events.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison, and Community Engagement Committee members.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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