

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



Mission Statement

At Schulze Elementary, we empower all students through high quality learning experiences.

Vision

At Schulze Elementary, we expand future opportunities for all learners by building an exceptional, sustainable learning environment.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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	15
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.	19
Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.	21
Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.	23
Goal 5: In Irving ISD, we will provide state of the art facilities that rethinks the present design of education for all students.	24
State Compensatory	25
Budget for Schulze Elementary School	26
Personnel for Schulze Elementary School	26
Title I	26
1. Comprehensive Needs Assessment (CNA)	27
1.1: Comprehensive Needs Assessment	27
2. Campus Improvement Plan	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
3. Annual Evaluation	27
3.1: Annually evaluate the schoolwide plan	27
4. Parent and Family Engagement (PFE)	27
4.1: Develop and distribute Parent and Family Engagement Policy	27
4.2: Offer flexible number of parent involvement meetings	28
5. Targeted Assistance Schools Only	28
5.1: Determine which students will be served by following local policy	28
Title I Personnel	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

J.O. Schulze Elementary has an enrollment of 647 students with an average attendance rate of 95% for the 2021-2022 school year. Currently, 93% of our student population is economically disadvantaged with a mobility rate of 11%. Over the past 3-5 years, our campus enrollment has declined, however, our student demographics have remained consistent.

During the COVID pandemic, attendance was inconsistent due to several factors including but not limited to instructional modality, health concerns and COVID restriction protocols. During the 20-21 school year, PreK4 was introduced to Schulze Elementary as a result we now serve PreK4-5th Grade students (ranging 4 -11 years of age).

Our campus has consistently used Positive Behavior Intervention Supports, CHAMPS, Capturing Kids Hearts and Social Emotional Learning techniques to address discipline. Our students have needed a lot of social emotional support as a result of the COVID pandemic so we make every effort to meet the needs of the whole child. We encourage our school community to exhibit Dream BIG behavior each day. Every student is admonished to **Be Respectful and Responsible, Improve Yourselves and to Give Back.**

Current ethnic groups are as follows:

Hispanic - 90%

African American - 5%

White - 4%

Asian and Two or More Races- 1%

Current student programs:

Emergent Bilingual/English Learners - 69%

Gifted and Talented - 15%

Special Education - 7%

Staff Information:

Total Staff Members: 61

Professional Staff: 51

Schulze Elementary School
Generated by Plan4Learning.com

Teachers: 41

Professional Support Staff: 7

Teachers by Years of Experience:

Beginning Teachers: 2

1-5 years - 11

6-10 years - 18

11-20 years - 8

21- 30 years - 2

Demographics Strengths

Schulze continues to have a large Hispanic population and a small percentage of African American and White students. Our student body represents 7 countries giving the school community a variety of cultures to celebrate. Schulze also has a 13% immigrant population. Schulze met the state TELPAS goal for English Language Learners. We scored an A rating in the School Progress domain. Schulze received an overall accountability rating of a B (85%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Special Education sub group was the only group to meet the Math achievement target. **Root Cause:** We noticed during the pandemic that students did not know their basic math facts. Educators need additional strategies to support fact fluency.

Problem Statement 2 (Prioritized): Our annual attendance rate was 95% for the 2021-2022 school year which is below the district expectation of 97%. **Root Cause:** Attendance was inconsistent due to several factors including but not limited to instructional modality, health concerns and COVID restriction protocols.

Student Learning

Student Learning Summary

Schulze's overall rating from the Texas Education Agency is an 87 (B) indicating that Schulze is a TEA recognized school. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70. We were not rated for Domain I. Schulze earned an A (Exemplary) for Academic Growth in Domain 2. Schulze earned a C (Acceptable) in Domain 3: Closing the Gaps Domain.

2021 - 2022 STAAR Performance Results

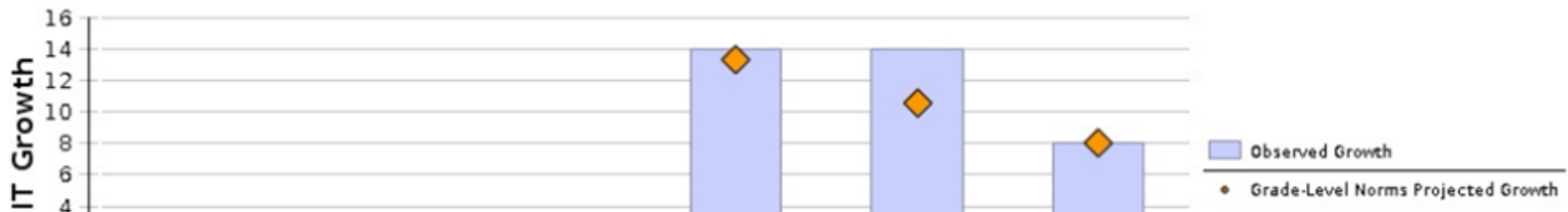
School	Admin	Grade	Math- Approaches	Math- Meets	Math Masters
SCHULZE ELEM.	Spring 2022	3	57	26	8
SCHULZE ELEM.	Spring 2022	4	43	17	10
SCHULZE ELEM.	Spring 2022	5	62	27	8

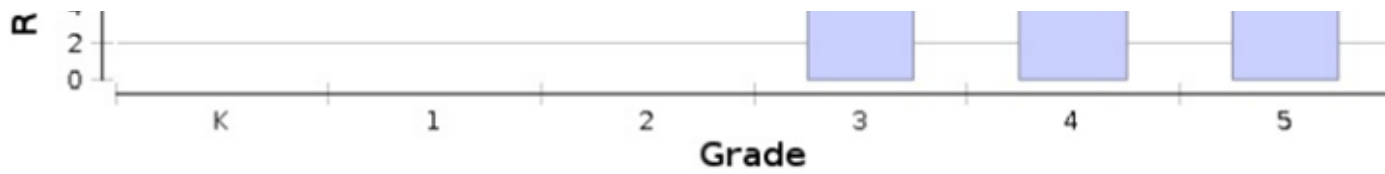
School	Admin	Grade	Reading- Approaches	Reading - Meets	Reading - Masters
SCHULZE ELEM.	Spring 2019	3	58	26	11
SCHULZE ELEM.	Spring 2019	4	54	35	12
SCHULZE ELEM.	Spring 2019	5	70	44	24

School	Admin	Grade	Science- Approaches	Science- Meets	Science - Master
Schulze ELEM	Spring 2022	5	40	11	0

NWEA MAP Reading:

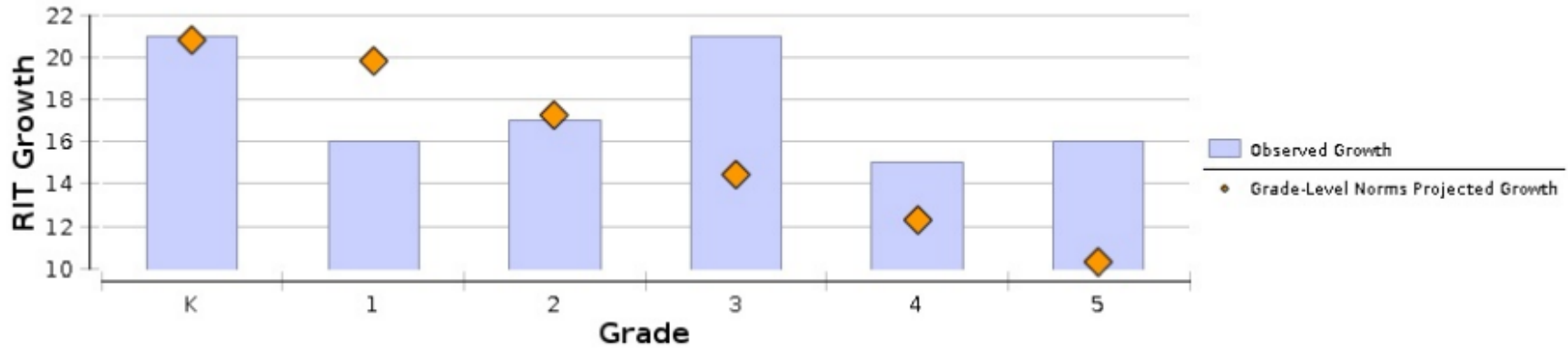
Language Arts: Reading





NWEA MAP Math

Math: Math K-12



Student Learning Strengths

Schulze earned a B (85) and is labeled a Recognized School according to the Texas Education Agency.

Schulze earned an A in domain II School Progress.

Schulze met all Reading targets for Special Education, economically disadvantaged, and Bilingual/ESL student sub-groups in Domain III Closing the Gaps.

Schulze met the English Language Proficiency target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Approximately, 25% of our students are scoring at Meets level on STAAR Math. Approximately, 37% of our students are scoring at Meets level on STAAR Reading. **Root Cause:** Inconsistent use of DOL progress monitoring data to inform instructional planning/delivery.

Problem Statement 2 (Prioritized): Only 4 out of 14 subgroups met the accountability target in Domain III: Closing the Gaps. **Root Cause:** Data trackers are not used to progress monitor student subgroups consistently.

School Processes & Programs

School Processes & Programs Summary

Schulze Elementary follows the district curriculum provided which emphasizes effective Tier I instruction, the use of strong TODAY statements and high quality instructional resources. At Schulze Elementary, our goal is to make sure that each student finishes the school year on grade-level or above in Reading and Math. Data trackers(MAP, STAAR, CORE Phonics, DOL) will be used to guide instructional practices and intervention/enrichment. The school master schedule is designed to project Tier I instruction and Response to Intervention time. Teachers and staff work collaboratively to support every learner by following the PLC process. A campus-wide calendar allocates times for professional learning during regularly scheduled planning times, faculty meetings and campus-created professional development.

School Processes & Programs Strengths

- The Schulze Instructional Leadership Team is dedicated to coaching teachers in specific grade levels and subject areas.
- Schulze teachers meet with their planning team and leadership team members on Wednesdays using a planning protocol to guide their session.
- Common assessments are developed and given to students to track their reading and math goals.
- Student data is pulled from multiple sources to ensure accuracy.
- Teams use a strategic data protocol to review data from current assessments and to create plans based on data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not intentional about intervention practices that will close achievement gaps during Response to Intervention. **Root Cause:** Teachers were not able to consistency plan effective Response to Intervention lessons to address gaps in student learning.

Problem Statement 2 (Prioritized): Teachers lacked the ability to differentiate instructional practices based on the needs of the individual student. **Root Cause:** There were limited opportunities for teachers to attend professional development before the beginning of the school year that was focused on differentiation to meet the academic needs of individual students.

Perceptions

Perceptions Summary

Schulze has established a parent center to encourage parents' active participation in their children's learning. Staff collaborates with local community partners to actively recruit parents and other community members to volunteer on campus. Parents receive library cards to check out books and participate in school activities that promote student achievement. Schulze also has a full time parent liaison who connects with parents and empowers them to become involved in the Schulze community. Schulze has a strong positive school culture and climate where students are encouraged to Dream BIG every day.

Perceptions Strengths

- The Schulze parent center is comfortable and inviting.
- By advertising positive outcomes, the school's visibility and positive influence has affected the community.
- Many classes are held at Schulze for parents. Some include nutrition classes, technology courses, and ESL classes.
- Capturing Kids Hearts has been an ongoing campus initiative that building strong relationships between students, parents and staff members.
- Positive Behavior Interventions Supports are implemented throughout the campus common areas to ensure Dream BIG behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement has declined over the last two years. **Root Cause:** COVID restraints limited parents access to the campus as a safety precaution.

Problem Statement 2 (Prioritized): Annual Parent Survey responses have declined over the past 3 years. **Root Cause:** As restrictions increased (limiting parental access to the campus), the opportunity to gather parent feedback was reduced without support from the campus.

Priority Problem Statements

Problem Statement 3: Our Special Education sub group was the only group to meet the Math achievement target.

Root Cause 3: We noticed during the pandemic that students did not know their basic math facts. Educators need additional strategies to support fact fluency.

Problem Statement 3 Areas: Demographics

Problem Statement 2: Approximately, 25% of our students are scoring at Meets level on STAAR Math. Approximately, 37% of our students are scoring at Meets level on STAAR Reading.

Root Cause 2: Inconsistent use of DOL progress monitoring data to inform instructional planning/delivery.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Teachers are not intentional about intervention practices that will close achievement gaps during Response to Intervention.

Root Cause 1: Teachers were not able to consistency plan effective Response to Intervention lessons to address gaps in student learning.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 5: Parent involvement has declined over the last two years.

Root Cause 5: COVID restraints limited parents access to the campus as a safety precaution.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our annual attendance rate was 95% for the 2021-2022 school year which is below the district expectation of 97%.

Root Cause 6: Attendance was inconsistent due to several factors including but not limited to instructional modality, health concerns and COVID restriction protocols.

Problem Statement 6 Areas: Demographics

Problem Statement 4: Only 4 out of 14 subgroups met the accountability target in Domain III: Closing the Gaps.

Root Cause 4: Data trackers are not used to progress monitor student subgroups consistently.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: Teachers lacked the ability to differentiate instructional practices based on the needs of the individual student.

Root Cause 7: There were limited opportunities for teachers to attend professional development before the beginning of the school year that was focused on differentiation to meet the academic needs of individual students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Annual Parent Survey responses have declined over the past 3 years.

Root Cause 8: As restrictions increased (limiting parental access to the campus), the opportunity to gather parent feedback was reduced without support from the campus.

Problem Statement 8 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

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
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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)

High Priority

HB3 Goal

Evaluation Data Sources: Teachers will conduct small group instruction with students daily using a pre-emergent/emergent reading model.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with students daily using a preemergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase English/Spanish proficiency by practicing their reading skills daily in pre-k guided reading groups with the teacher.</p> <p>Staff Responsible for Monitoring: Academic Specialists, Interventionists and teachers</p> <p>Title I: 2.4, 2.5</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> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$74,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers are not intentional about intervention practices that will close achievement gaps during Response to Intervention. Root Cause: Teachers were not able to consistency plan effective Response to Intervention lessons to address gaps in student learning.</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 in Phonological Awareness in the Circle assessment (English/Spanish combined) from 71% to 81% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p>Strategy's Expected Result/Impact: Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p>Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$75,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction</p> <p>Strategy's Expected Result/Impact: Students will increase phonological awareness,</p> <p>Staff Responsible for Monitoring: Academic specialists, admin, teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Teachers are not intentional about intervention practices that will close achievement gaps during Response to Intervention. **Root Cause:** Teachers were not able to consistency plan effective Response to Intervention lessons to address gaps in student learning.





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 grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 54% to 74% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily</p> <p>Strategy's Expected Result/Impact: increase in reading fluency and comprehension</p> <p>Strategy's Expected Result/Impact: Increase in reading fluency and comprehension</p> <p>Staff Responsible for Monitoring: Academic specialist, interventionist, administration, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily</p> <p>Strategy's Expected Result/Impact: Increased reading levels and comprehension, increased MAP scores</p> <p>Staff Responsible for Monitoring: Academic specialists, interventionists, admin, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: 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: The percent of Kinder students "on track" by mCLASS will increase from 36% to 56% by June 2023





The percent of First grade students "on track" on mCLASS will increase from 22% to 42% by June 2023

The percent of Second grade students "on track" on mCLASS will increase from 18% to 38% by June 2023

High Priority

HB3 Goal

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize mCLASS data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality for every student in your class.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, inclusion paraprofessionals, and mClass coordinators.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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 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 20% to 40% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided math groups that include goal setting with each student at least 3 times a year.</p> <p>Strategy's Expected Result/Impact: Increased math MAP scores and increased Math growth, increased</p> <p>Staff Responsible for Monitoring: Admin, teachers, specialists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$76,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Approximately, 25% of our students are scoring at Meets level on STAAR Math. Approximately, 37% of our students are scoring at Meets level on STAAR Reading. Root Cause: Inconsistent use of DOL progress monitoring data to inform instructional planning/delivery.</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 35% to 55% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided math groups that include goal setting with each student at least 3 times a year.</p> <p>Strategy's Expected Result/Impact: Increased math MAP scores and increased Math growth, increased scores on DCAs and math performance</p> <p>Staff Responsible for Monitoring: Admin, specialists, teachers</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> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$76,000</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 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Approximately, 25% of our students are scoring at Meets level on STAAR Math. Approximately, 37% of our students are scoring at Meets level on STAAR Reading. Root Cause: Inconsistent use of DOL progress monitoring data to inform instructional planning/delivery.</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 19% to 39% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, District common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use common formative assessments data, DCA's, 2022 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$75,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Teachers lacked the ability to differentiate instructional practices based on the needs of the individual student. Root Cause: There were limited opportunities for teachers to attend professional development before the beginning of the school year that was focused on differentiation to meet the academic needs of individual students.</p>





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 13% to 33 % by May 2023

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, District common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use common formative assessments data, DCA's, 2022 STAAR data, and MAP data of our marginal group to develop and implement learning paths/interventions to meet student needs. Block off allotted time during instructional leadership meetings and data talks to discuss and track the progress of our marginal group.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR for our marginal group.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialists/Interventionist will train teachers - 211 - Title I-A - \$75,000</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>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 4 out of 14 subgroups met the accountability target in Domain III: Closing the Gaps. Root Cause: Data trackers are not used to progress monitor student subgroups consistently.</p>

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

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

Evaluation Data Sources: volunteer hour logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of in-person parent involvement opportunities. Strategy's Expected Result/Impact: This will increase the accessibility of the campus to parent and build campus and family connections. Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Parent Liaison - 211 - Title I-A - \$28,600</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:

Perceptions
<p>Problem Statement 1: Parent involvement has declined over the last two years. Root Cause: COVID restraints limited parents access to the campus as a safety precaution.</p> <p>Problem Statement 2: Annual Parent Survey responses have declined over the past 3 years. Root Cause: As restrictions increased (limiting parental access to the campus), the opportunity to gather parent feedback was reduced without support from the campus.</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 Schulze Elementary School

Total SCE Funds: \$29,100.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Schulze Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana Alvarez	Newcomer Support Paraprofessional	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

We started meeting in the Spring of 2022 to determine our needs assessment for this school year.. We met with several stakeholders and groups such as the guiding coalition, Campus Improvement Committee, Instructional Leadership Team and Grade Level Teams. We reviewed the student data as well as the current Campus Improvement Committee goals and progress towards the goals such as formative and summative year end reviews.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Yes, we have all required stakeholders - such as the Campus Improvement Committee, Guiding Coalition, Parent and Family Involvement Meetings, All Pro Dads, Parent and Teacher Association Meetings (PTA), Breakfast with the Admin Team & Counselors.

2.2: Regular monitoring and revision

Formative review happen three times during the school year in November, February and April, our summative end of the year review occurs in June.

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

The Campus Improvement Committee is found on the campus website, in the front office and our local library in both English and Spanish.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We had the summative year end evaluation in June and discovered that our students performed well on the STAAR Reading Assessment overall and had a rating of a "B". We need to work on our STAAR Math scores and make sure our students learn their basic math skills. We also noticed that our subgroups struggled in both subjects and that our special education group was able to meet the STAAR math and Reading targets in Domain 3 Closing the Achievement Gaps. Our parent center also received the diamond distinction award set by the district parent involvement department.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy can be found on the campus website, the front office as well as the parent center. The Parent and Family Engagement Policy was also sent via a school messenger for all parent to view as well as an acknowledgment that the policy was read and received. At the Meet the Teacher night the parent liaison had QR code links

to the parent and family engagement policy, we also shared the links at the Annual Title I Parent Meetings.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

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

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lizmar Rojas	Intervention Specialist	Math	1.0
Maria Morales	Parent Liaison	Parent and Family Engagement	1.0
Megan Barker	Intervention Specialist	Reading	1.0