

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

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# Mission Statement

To prepare our students to become cooperative life-long learners who achieve academically at high levels and positively impact our community.

## Vision

**We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.**

## Value Statement

**We believe in the probability of growth for every student.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Student enrollment 611
- Staff - Admin Support 12, Teacher 39, Para 13
- Economically Disadvantaged 81%
- EL 48.8%
- Mobility 11.1%
- Female 47.99%
- Male 52.01%
- Hispanic 69.89%
- American Indian .73%
- Asian 6.2%
- African American 9.67%
- White 11.5%
- GT 27.01%
- Dyslexia 8.58%
- SPED 10.95%
- Attendance Rate 93.03%

## **Demographics Strengths**

Teacher Retention & fully staffed at BOY

Approximately 90% of students return to campus which helps with consistency

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. **Root Cause:** Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.

# Student Learning

## Student Learning Summary

STAAR - B rating & Distinction in Math

Comparison Group - 2 IISD schools in our State Comparison Group

- Same Accountability Rating
- Higher in Approaches, Meets, & Masters
- Less avg years experience by teacher (9.3)

MCLASS 62% below/well below on NWF BOY & 82% below/well below on NWF EOY

MAP Math - all grade levels showed growth with 3rd grade exceeding projected growth, Spring 65.8% Met or Exceeded Growth ELAR, Spring 58% Met or Exceeded Growth Math

MAP Reading - all grade levels showed growth with 3rd & 5th exceeding projected growth

## Student Learning Strengths

Students are on upward trajectory close to approaching pre-pandemic scores for 2019.

3rd grade students performed well on STAAR as well as MAP.

Students showing growth on MAP.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** mCLASS scores showing many students not on track (Below/Well Below) **Root Cause:** new assessment for 21-22 SY, students behind due to pandemic, hard to learn sounds thru computer

# School Processes & Programs

## School Processes & Programs Summary

PD focus on PLC

Classroom Instruction focus is on PLC 4 Questions:

What do we want our students to learn?

How will we know when they have learned it?

What will we do if they don't learn it?

What will we do if they already learned it?

Assessments - MAP, Core Phonics, DRA, DCA, Interim Assessment to measure BOY, MOY, & EOY progress

Classroom management - PBIS Hall Ready focus for staff, Referral Flow Chart

PLC time weekly to discuss instruction

3 additional part time tutors for math/ELAR

Purposeful planning focusing on essential standards

## School Processes & Programs Strengths

Teachers follow district curriculum.

Team leaders attended Solution Tree High Impact Teams during summer.

Technology provided for teachers and students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a need to focus campus on PLC components to impact instruction. **Root Cause:** Lack of knowledge and understanding in PLC processes.

# Perceptions

## Perceptions Summary

### 2022 Student Survey

- Teachers want me to succeed 95% Agree/Strongly Agree
- My teachers encourage me to work hard 97% Agree/Strongly Agree
- My teachers make sure that I am learning 92% Agree/Strongly Agree
- My teachers care about me 94% Agree/Strongly Agree
- My teachers give me extra help if I need it 87% Agree/Strongly Agree

### 2022 Staff Survey

- 91% of staff plan to continue at Stipes for 22-23 school year

Limited parent involvement/volunteering

## Perceptions Strengths

Students have high level of trust with teachers.

Teachers love teaching at Stipes and work hard.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There was a low number of parent involvement and volunteering on campus. **Root Cause:** COVID, campus closed to visitors, multiple ways to communicate with parents



# Professional Development Implementation

## Professional Development Implementation Summary

**The campus is receiving training on PLC model, RTI, and Demonstration of Learning.**

## Professional Development Implementation Strengths

**Academic Conversations**

**PBIS - Champs**

**Small group instruction**

# Priority Problem Statements

**Problem Statement 3:** There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year.

**Root Cause 3:** Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 1:** mCLASS scores showing many students not on track (Below/Well Below)

**Root Cause 1:** new assessment for 21-22 SY, students behind due to pandemic, hard to learn sounds thru computer

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a need to focus campus on PLC components to impact instruction.

**Root Cause 2:** Lack of knowledge and understanding in PLC processes.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 4:** There was a low number of parent involvement and volunteering on campus.

**Root Cause 4:** COVID, campus closed to visitors, multiple ways to communicate with parents

**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
- 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
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## **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
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **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 5% by May 2023. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

**Evaluation Data Sources:** Circle data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct small group instruction with students during RtI time and ELAR block using a pre-emergent/emergent reading model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency with reading skills</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> classroom teachers - 199 - General Funds</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> There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. <b>Root Cause:</b> Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.</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 56% to 75% by May 2023.

**Evaluation Data Sources:** Circle data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Circle progress monitoring to support and help PK teachers to quickly assess and focus on lessons that target student phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Phonological awareness will increase due to targeted interventions and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will follow IISD state-standard aligned PK curriculum for tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonological awareness</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> PK curriculum &amp; instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. **Root Cause:** Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.



**School Processes & Programs**

**Problem Statement 1:** There is a need to focus campus on PLC components to impact instruction. **Root Cause:** Lack of knowledge and understanding in PLC processes.









**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 32.7% to 50% by May 2023.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct targeted reading lessons in small groups at least 30 minutes daily</p> <p><b>Strategy's Expected Result/Impact:</b> increase in reading fluency and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff, reading materials - 199 - General Funds, part time tutors - 211 - Title I-A</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> Deliver effective reading tier 1 instruction by addressing all components of the reading block daily as designated by the IISD C &amp; I department</p> <p><b>Strategy's Expected Result/Impact:</b> increased reading levels and comprehension, increased MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Academic specialists, interventionists, admin, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff, IISD curriculum - 199 - General Funds</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> Students will use BOY data to set individual goals for MAP. Teachers will review goals and progress with students throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> increased reading levels and comprehension, increased MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will collaborate to identify essential standards for reading. They will use the RTI model to plan intervention lessons during the RTI block.</p> <p><b>Strategy's Expected Result/Impact:</b> teacher collaboration, increased reading levels and comprehension, increased MAP, DCA, and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. <b>Root Cause:</b> Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a need to focus campus on PLC components to impact instruction. **Root Cause:** Lack of knowledge and understanding in PLC processes.



**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 "on track" by mCLASS will increase from 72% to 80% by June 2023

\*Increase the percentage of 1st grade students "on track" by mCLASS will increase from 47% to 70% by June 2023

\*Increase the percentage of 2nd grade students "on track" by mCLASS will increase from 44% to 70% by June 2023

**Evaluation Data Sources:** mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize mCLASS data to make effective, research based-lessons for every student. Utilize Amplify intervention lessons for students based on need.</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized instruction path will close instructional gap and increase percentage of student who meet or exceed expectations</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> instructional staff, Amplify intervention lessons, Really Great Reading - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use BOY data to set individual goals for mClass. Teachers will review goals and progress with students throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> increased reading levels and comprehension, improved performance on mClass</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will collaborate to identify essential standards for reading. They will use the RTI model to plan intervention lessons during the RTI block.</p> <p><b>Strategy's Expected Result/Impact:</b> teacher collaboration, increased reading levels and comprehension, increased MAP, DCA, and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> academic specialist, interventionist, DLC, admin, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> mCLASS scores showing many students not on track (Below/Well Below) <b>Root Cause:</b> new assessment for 21-22 SY, students behind due to pandemic, hard to learn sounds thru computer</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to focus campus on PLC components to impact instruction. <b>Root Cause:</b> Lack of knowledge and understanding in PLC processes.</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 students who score Meets or above on STAAR Math from 40.6% to 45% by May 2023.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided math groups with students</p> <p><b>Strategy's Expected Result/Impact:</b> increased STAAR scores, increased MAP growth, increased scores on DCA, improved math performance</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialists, interventionists, admin, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will collaborate to identify essential standards for math. They will use the RTI model to plan intervention lessons during the RTI block.</p> <p><b>Strategy's Expected Result/Impact:</b> increased STAAR scores, increased MAP growth, increased scores on DCA, improved math performance</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**


<b>School Processes &amp; Programs</b>
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<b>Problem Statement 1:</b> There is a need to focus campus on PLC components to impact instruction. <b>Root Cause:</b> Lack of knowledge and understanding in PLC processes.
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**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 2:** Increase the percentage of students who Meet or exceed projected growth on MAP Growth Math from 31.2% to 50% by May 2023.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will conduct guided math groups which includes MAP goal setting and progress monitoring for students</p> <p><b>Strategy's Expected Result/Impact:</b> increased math MAP scores, increased math growth, increases scores on DCA, and improved math performance</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**Performance Objective 2 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to focus campus on PLC components to impact instruction. <b>Root Cause:</b> Lack of knowledge and understanding in PLC processes.</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 44.6% to 50% by May 2023.

**Evaluation Data Sources:** STAAR results, DCA, MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessment data, DCA, 2022 STAAR data, MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> AS</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to focus campus on PLC components to impact instruction. <b>Root Cause:</b> Lack of knowledge and understanding in PLC processes.</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 40.6% to 45% by May 2023.

**High Priority**

**Evaluation Data Sources:** STAAR results, District common assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use common formative assessments data, DCA, 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Instructional leadership team, interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to focus campus on PLC components to impact instruction. <b>Root Cause:</b> Lack of knowledge and understanding in PLC processes.</p>

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

**Performance Objective 3:** Decrease the number and percentage of students who are chronically absent from 19.6% to 14% by May 2023.

**Evaluation Data Sources:** Cognos ATT1080

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review attendance data from previous year for baseline. Review attendance data at end of each six weeks to monitor students at risk of not attaining 90% attendance for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> better attendance, better academics</p> <p><b>Staff Responsible for Monitoring:</b> DLC</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> attendance clerk, instructional staff - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. <b>Root Cause:</b> Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.</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><b>Strategy 1:</b> Assist parent liaison with communication through Peach Jar, School Messenger, Snap! Connect</p> <p><b>Strategy's Expected Result/Impact:</b> Additional parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Parent Liaison - 211 - Title I-A</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> Assist parent liaison with forming All Pro Dads chapter to encourage parent participation with their child in a school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> parental involvement, academic achievement, decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> parent liaison</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> parent liaison - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is a high number of students identified as Economically Disadvantaged. 81% which is up from previous year. <b>Root Cause:</b> Economically disadvantaged students come from a home environment that is not equal to students who are not economically disadvantaged.</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 Stipes Elementary School

**Total SCE Funds:** \$24,780.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

classroom supplies and materials used to enhance instruction for students

## Personnel for Stipes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
N/A	N/A	0

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed in July 2021 by administrators in Learn 2 Lead. Information was reviewed and added to during beginning of school year 22-23 by administrators.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIC will meet on Monday, October 3 to discuss the CIP and vote on it.

### 2.2: Regular monitoring and revision

The CIC will meet regularly throughout the school year to monitor and revise the CIP as data becomes available to evaluate.

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

Our CIP will be shared with all stakeholders, once approved by the CIC.

### 2.4: Opportunities for all children to meet State standards

Our Mission reflects this statement: To prepare our students to become cooperative life-long learners who achieve at high levels and positively impact our community.

Our Vision: We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.

Our Motto: Stallion Strong! At school, at home, wherever we roam!

### 2.5: Increased learning time and well-rounded education

We will provide intervention during and after school. Teachers create a daily schedule to ensure that the content is taught for the minimum time required each day. PLC teams meet to review performance and attendance data to ensure students have a well-rounded education.

### 2.6: Address needs of all students, particularly at-risk

Our Mission reflects this statement: To prepare our students to become cooperative life-long learners who achieve at high levels and positively impact our community.

Our Vision: We will provide social, emotional and educational support to all students, in a safe and collaborative learning environment.

Our Motto: Stallion Strong! At school, at home, wherever we roam!

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

CIP will be reviewed during CIC meetings during the year.

### **4. Parent and Family Engagement (PFE)**

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy was delivered to the Irving Public Library on 9/22/22. It will be reviewed by all classroom teachers during fall parent teacher conferences. It will be emailed to parents the week of 9/26/22.

#### **4.2: Offer flexible number of parent involvement meetings**

Title 1 Parent Meeting 9/27 6 PM in Stipes cafeteria & 9/29 10 AM by Zoom.

Parent meetings are offered during the day and evening hours to ensure opportunities for parent involvement.

### **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Pacheco	K-2 Literacy Specialist	Title I	70472
Linda Davis	Teacher-Tutor	Title I	7000
Linda Sue Martin	Teacher - Tutor	Title I	7000
Mairet Garcia	Paraprofessional	Title 1	
Ofelia Flores	Parent Liaison	Title I Parent Involvement	26712



# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Mary Kay Dixon	Principal
Assistant Principal	Michelle Ramirez	Assistant Principal
Assistant Principal	Carlos Ramirez	Assistant Principal
Community Representative	Laurie Gahan	Community Member
Parent	Tony Cimaglia	Parent
Business Representative	Bertha Guzman	Business Representative
District-level Professional	Gina Meriwether	District-level Professional
Non-classroom Professional	Sherry Thompson	Academic Specialist
Classroom Teacher	Ronda Burris	Classroom Teacher
Classroom Teacher	Gladys Rincon	Classroom Teacher
Classroom Teacher	Anahi Aguirre	Classroom Teacher
Parent	Sherrie Braggs	parent
Classroom Teacher	Zaira Pena	Teacher - SPED
Business Representative	Monica Nicholas	business representative
Community Representative	Marla Gallemore	community representative
Parent	Shanerika Bonner	Parent
Parent	Incríd Blanco Hernandez	Parent
Parent	Teresa Martinez	Parent
Paraprofessional	Diana Humphrey	Paraprofessional

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	classroom teachers		\$0.00
1	2	1	instructional staff		\$0.00
1	2	2	PK curriculum & instructional staff		\$0.00
1	3	1	instructional staff, reading materials		\$0.00
1	3	2	instructional staff, IISD curriculum		\$0.00
1	3	3	instructional staff		\$0.00
1	3	4	instructional staff		\$0.00
1	4	1	instructional staff, Amplify intervention lessons, Really Great Reading		\$0.00
1	4	2	instructional staff		\$0.00
1	4	3	instructional staff		\$0.00
2	1	1	instructional staff		\$0.00
2	1	2	instructional staff		\$0.00
2	2	1	instructional staff		\$0.00
3	1	1	instructional staff		\$0.00
3	2	1	instructional staff		\$0.00
3	3	1	attendance clerk, instructional staff		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	part time tutors		\$0.00
4	1	1	Parent Liaison		\$0.00
4	1	2	parent liaison		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>