

Irving Independent School District

Gilbert Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

At Gilbert Elementary, all students can, must, and will learn at high levels.

Vision

Gilbert Elementary will be a top-rated school with 100% of students finding their passion to be college- and/or career-ready.

Value Statement

We commit to:

- Selecting, unwrapping, and ensuring that all students learn our essential standards
- Collecting actionable data to fully understand students' academic and social-emotional needs
- Using student data to reteach and enrich
- Building relationships with all students, staff and parents
- Working collaboratively as a team and moving from a “my” to “our” students mentality
- Modeling resilience and growth mindset in the classroom to enhance students' social-emotional skills
- Providing parents with the resources, strategies and information to help students succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gilbert Elementary will be a top rated school finding their passion to be college and career ready. At Gilbert Elementary all students can, must and will learn at high levels. Our campus is located at the southeast side of Irving, TX, and about 45% of students are bused from apartment complexes outside of our proximity. Gilbert offers a one-way dual program for PK4-5. We also offer ESL content based for parents who choose this option for grades PK4-5. Our school was built in 1996, and we are an open enrollment elementary campus. We finished the 2023-24 school-year with 734 students, and we are projected to have 725 students for the 24-25 school-year. However, the previous year we were projected to have 729 students for the 2023-2024 school-year, and our enrollment ended fairly accurate. Our attendance rate for 2023- 2024 is 96.49%, which was the highest in the district and was an increase from last year's attendance 95% percentage. Our mobility rate for 2023-2024 was 17.1%, which is a increase from the 2022-2023 school year.

Demographics Strengths

1. This 2024-2025 school-year we have had steady enrollment. We finished the 2023-2024 school-year with 734 students, and we were projected to have 724 students for the 24-25 school-year.

However, as of August, we have 734 students including the Deaf Ed learners in our campus this year, which means that we had about a 1% increase in enrollment compared to last year's projection.

2.The special programs align with the philosophy and beliefs of our staff because those responsible for providing these enrichment opportunities often do it with little or no compensation mainly because they believe that students will greatly benefit from these experiences.

3. In 2023-2024 our behavior referrals have decreased from 36 to 25. In 23-24 the majority of referrals came from two students that were being serviced by district behavior specialists.

4. Our attendance rate for 2023- 2024 increased from 95% to 96.49%.

5. Our campus added Deaf Education this school year servicing a new student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. **Root Cause:** Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.

Problem Statement 2 (Prioritized): The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. **Root Cause:** This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.

Problem Statement 3: Our Sped sub-population has increased considerably, about 4 percentage points, from 9.5% to 13.69% which makes it challenging to provide necessary services/resources. **Root Cause:** A more efficient system of campus scheduling and allocation of resources needs to be developed.

Problem Statement 4: Our campus hired 12 new uncertified Teachers this school year, 9 are first year Teachers. **Root Cause:** Teacher retention decreased due to change in campus Administration.

Student Learning

Student Learning Summary

In 2022-2023, Gilbert Elementary earned an overall unofficial rating of 84 (the highest elementary score in the district), which is a “B,” as rated by TEA. The breakdown for each domain of the A-F Rating is as follows: a) Domain I (Student Achievement Gilbert) - “C” (72%); b) Domain II.A (Student Growth) - “A” (82%); Domain II.B (Relative Performance) - “B” (81%); and Domain III (Closing the Gaps) - “B” (89%). We met 17 out of 24 points in the four indicators that were applicable to our campus. **Due to our focus on closing gaps, we were able to show growth on particular sub populations that would make the biggest impact on our campus. The sub pops that count for our campus are All Students, Hispanic, White and High Focus Group (Special Education, EB, Low Socio-Economic). Student Achievement and Closing the Gaps continue to be areas where we need to improve.**

Preliminary STAAR scores for Domain I for 2023-2024 indicate that 67% of all students in 3rd-5th in reading scored at the Approaching Level or above. In math, 74% of all students in 3rd-5th in Math scored at the Approaching Level or above. For science 43% of all students scored at the Approaching Level or above. Overall, our scores are above the district’s scores, and they are comparable to the state’s averages.

In regards to attendance, our campus has systems in place to address chronic absenteeism issues. Teachers complete 8 am attendance each day, followed by front office staff calling parents of those students who are not present to see if they can get them to show up prior to 9:30 am. Teachers and administrators also contact parents whose students have multiple absences to see how to better support them and get their students to school each day. Administrators do home visits and eventually contact Campus Operations to serve parents with truancy letters when the problem has reached an extreme level.

Student Learning Strengths

1. Gilbert's 2023-2024 STAAR overall rating of 86 was the highest in the district.
2. Our 2023-2024 overall attendance of 96.49% was the highest in the district.
3. Our preliminary STAAR scores were overall above the district and comparable to the state.
4. 59% of our 5th grade students scored at grade level or above in math and 51% scored at grade level or above in reading, both the highest in the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

Problem Statement 2: Our 96.49% overall attendance for 23-24 is still below our attendance rate of 98%. **Root Cause:** Students with chronic absenteeism are not consistently referred through our MTSS process.

Problem Statement 3 (Prioritized): Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

Problem Statement 4: Based on 2023-2024 Science STAAR data, our 2023-2024 STAAR Science scores, in approaches and meets and above declined. STAAR Science scores in 23-24, declined from 43% to 22%, students scoring in Meets went from 26% to 19% and students scoring Masters went from 9% to 3%. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students in K-5.

School Processes & Programs

School Processes & Programs Summary

At our campus we offer Bilingual One Way for PK-5. We offer Special Education (LIFE, resource, inclusion) Gifted and Talented and ESL services. All of our programs are aligned to our mission and vision: At Gilbert Elementary all of our students can, must, and will learn at high levels. We promote PRIDE (Positivity, Respect, Integrity, Determination, and Excellence) expectations in everything we do. We reinforce our expectations daily during morning announcements. We set SMART goals by student, by teacher, and by Grade Level and we track the progress towards goal attainment in a systematic and consistent basis. We do our best to protect Tier 1 instruction and students receiving intervention services do not get pulled out during this time. RTI and small group instruction is happening in both reading and math. Students are invited to attend after school tutoring if they need extra support. Teachers also refer at-risk students who need additional support (academic, social-emotional, behavior and attendance) to our MTSS process for an individualized instructional plan.

In addition to the academic programs, we also offer opportunities for our students, such as running club, fall enrichment after-school programs, honors choir, Destination Imagination, recorders ensemble club, talent show, Career Day, Junior Achievement, Grade Level parent night programs, etc.

School Processes & Programs Strengths

1. We have a robust PLC process because: a) teams internalize the curriculum by content area and by grade level; b) team norms and agendas are in place; c) assessment/data protocols are in place; d) team roles and responsibilities are assigned.
2. We are growing in our DDI process and building teacher capacity on its various components, such as creating teacher/student exemplars and exit tickets, reteaching using either guided discourse or modeling, reassessing and tracking student data.
3. Our master schedule is created before the beginning of the school year with the of protecting Tier I instruction and maximize instructional time.
4. Due to PBIS & Capturing Kids Heart, our number of students receiving ISS is one of the lowest across the district, and we only had one student referred to DAEP this school year.
5. We have an effective MTSS process where we identify students most at risk due to academic, behavior/SEL and attendance concerns and provide necessary support and interventions.
6. All of our processes, programs and initiatives revolve around our school's mission and vision.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not receive tier 3 intervention services from support staff until the beginning of the 2nd 6 weeks. **Root Cause:** We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

Problem Statement 2 (Prioritized): Data Driven Instruction is still not proficiently implemented across all content teams. **Root Cause:** Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.

Problem Statement 3: Parents are not aware of students progress or lack of progress through out the school year. **Root Cause:** Lack of consistent parent communication regarding student progress.

Perceptions

Perceptions Summary

Students attending Gilbert develop a sense of pride and belonging, and they report feeling safe and secure in school. They report feeling appropriately challenged to excel academically and supported by our teaching staff. Currently, we have systems in place to ensure that students are making appropriate academic and socio-emotional growth. We set goals by student, class, and grade level at the beginning of the year using previous and/or beginning-of-the-year multiple data sources. We track student progress towards the attainment of those goals through the PLC process and teacher data meetings. Students identified for insufficient progress are referred through the MTSS process for academic, behavior, speech, or attendance concerns.

Data from this year's responses mirrors what was expressed the previous year in terms of feeling welcome and believing that their child is safe at school. Concerning bus transportation, parents feel that the addition of smart bus tags has increased their sense of security. Through the app, which parents have access to, they are now able to monitor where their child is while the bus is en route.

Information from the staff climate surveys indicates that the majority of our teachers feel safe, have a sense of belonging, love to teach our students and think that the processes and programs we have in place help them find success with their students. This year Admin will continue to implement the "Waterfall" document to provide bite-sized feedback and coaching sessions after walkthroughs in order to help teachers grow in specific areas.

Although we have been able to continue moving in the right direction, proof of which is that the great majority of our staff and students are able to recite the school's mission and vision, we still have room to grow in this area, specifically in relation to our parents and other stakeholders. Because Admin and the coalition team have found ways to promote a deeper awareness among our parents and community members, they too have a greater understanding of our campus mission, vision, collective commitments, and best ways to support student learning.

Due to teacher shortage, the state has allowed for non-certified support staff to fill vacancies, and we have have 12 positions as non-certified teachers. The district supports all first and second-year teachers through the ConnectEd program. They also have been given the opportunity to attend half-day trainings throughout the year to help them with their instructional practices.

Perceptions Strengths

1. Our total attendance rate has increased by 1.5%, from 95% 22-23 to 96.5% in 23-24, the highest attendance rate in the district.

3. Our low number of discipline referrals is the work that we are doing to promote, as a whole campus, positive behaviors through the implementation of Capturing Kids Hearts (CKH) and PBIS, which has resulted in the establishment of a culture of high behavioral and learning expectations and a sense of PRIDE and belonging that the majority of our staff and students have embraced.
4. Parent support continues to be a strength because parents consistently participate and attend school events and programs.
5. Teacher retention continues to be very high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have not capitalized on partnerships within our community. **Root Cause:** We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.

Problem Statement 2: Not all staff members voice concerns throughout the school year. **Root Cause:** Campus only collects climate survey data at the conclusion of the school year.

Priority Problem Statements

Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate.

Root Cause 1: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs.

Root Cause 2: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data Driven Instruction is still not proficiently implemented across all content teams.

Root Cause 3: Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math.

Root Cause 4: There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas.

Root Cause 5: Effective Tier I instruction has been inconsistently delivered to all students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students do not receive tier 3 intervention services from support staff until the beginning of the 2nd 6 weeks.

Root Cause 6: We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We have not capitalized on partnerships within our community.

Root Cause 7: We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.

Problem Statement 7 Areas: Perceptions

Goals

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 1: Increase the percentage of PK students who are Proficient on all 5 (English) Circle indicators by at least 10% from 79% to 89% by May 2025. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills.





Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% from 50% to 60% by May 2025. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: PK teachers will track student progress using Estrellita and Grade-Level Essential Guidelines Tracking Sheet.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.</p> <p>Staff Responsible for Monitoring: Teachers, AS and Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Teachers will conduct daily small group instruction focusing on developing students' foundational literacy and Math skills.</p> <p>Strategy's Expected Result/Impact: Students will increase their English/Spanish developmental literacy and Math skills during small group with their teachers.</p> <p>Staff Responsible for Monitoring: Academic Specialists, Administration, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:





| School Processes & Programs |
|--|
| <p>Problem Statement 1: Students do not receive tier 3 intervention services from support staff until the beginning of the 2nd 6 weeks. Root Cause: We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.</p> <p>Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. Root Cause: Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.</p> |

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 2: Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 64% to 74% by May 2025.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 80% to 90% by May 2025.

Evaluation Data Sources: CIRCLE data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: PK teachers will track student progress using Estrellita and Grade-Level Essential Guidelines Tracking Sheet.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.</p> <p>Staff Responsible for Monitoring: Teachers, AS and Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. Root Cause: Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.</p> |

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 46% to 56% by May 2025. Increase the percentage of EB students scoring at MEETS from 39% to 49% by May 2025.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR data

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will utilize the Amplify curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 4th-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Amplify coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p>Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Using campus-created data tracking sheets, students' progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Supplemental resources (such as Imagine Learning [English and Spanish], IXL, Forde-Ferrier, LLI, Progress Learning, Mentoring Minds, Ventris Learning (UFLI), Think Up, STAAR Ready, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Create a cohesive instructional plan across grades K-5 by forming vertical alignment teams for each content area. These teams will ensure that instruction is aligned and standards are consistently met.</p> <p>Strategy's Expected Result/Impact: There will be seamless transitions in learning from one grade level to the next.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 6: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: After school tutoring - 211 - Title I-A - \$3,500</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Counselors will develop and implement a targeted intervention plan for students identified through a comprehensive needs assessment, focusing on their specific social and emotional needs. The plan will aim to enhance academic performance and attendance.</p> <p>Strategy's Expected Result/Impact: SEL support will directly impact the percentage of 3rd-5th grade students scoring at meets level or above on STAAR reading.</p> <p>Staff Responsible for Monitoring: Counselors, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
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Performance Objective 3 Problem Statements:

| Demographics |
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| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> |

Demographics

Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. **Root Cause:** This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.

Student Learning

Problem Statement 1: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

Problem Statement 3: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 4: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/ Spanish combined) from 56% to 66% by May 2025.

Increase the percentage of Emergent Bilingual students from 49% to 59% by May 2025.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 44% to 54% by May 2025.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 83% to 93% by May 2025.

Increase the percentage of Emergent Bilingual students from 63% to 73% by May 2025.

High Priority

HB3 Goal





Evaluation Data Sources: mCLASS

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize the Amplify curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: EOY MAP Reading results will reflect an increase of students who meet or exceed their expected growth. EOY mClass results will reflect an increase of students being "on track" for each grade level (K-2).</p> <p>Staff Responsible for Monitoring: Academic Specialists, Interventionists, Admin, Classroom Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Utilize mCLASS and CORE data to differentiate Tier 2 and Tier 3 instruction in order to get students at the expected grade level.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction will close students' academic gaps with 75% of K-2 students "on track" as measured by mCLASS by May 2025.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionist, paraprofessionals, administrators</p> <p>Title I: 2.4, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Supplemental resources (such as Imagine Learning [English and Spanish], IXL, Forde-Ferrier, LLI, Lunita, Estrellita, Progress Learning, Mentoring Minds, Ventris Learning (UFLI), Think Up, STAAR Ready, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 211 - Title I-A - \$1,200</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 211 - Title I-A - \$2,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p>Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: Using campus-created data tracking sheets, students' progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: After school tutoring - 211 - Title I-A - \$3,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 8 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 8: Counselors will develop and implement a targeted intervention plan for students identified through a comprehensive needs assessment, focusing on their specific social and emotional needs. The plan will aim to enhance academic performance and attendance.</p> <p>Strategy's Expected Result/Impact: SEL support will directly impact the percentage of 3rd-5th grade students scoring at meets level or above on STAAR reading.</p> <p>Staff Responsible for Monitoring: Counselors, AS, and Admin</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Utilize two campus Reading Interventionists to improve literacy outcomes, reduce reading gaps, and enhance overall academic performance among students.</p> <p>Strategy's Expected Result/Impact: Increased reading performance among Tier 2 and Tier 3 students needing specialized intervention</p> <p>Staff Responsible for Monitoring: Admin, Interventionists, Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: Reading Interventionists- payroll - 211 - Title I-A - \$160,421</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> <p>Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. Root Cause: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p> |

Student Learning

Problem Statement 1: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

Problem Statement 3: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

School Processes & Programs

Problem Statement 1: Students do not receive tier 3 intervention services from support staff until the beginning of the 2nd 6 weeks. **Root Cause:** We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. **Root Cause:** Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 5:

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 59% to 69% by May 2025.

Increase the percentage of Emergent Bilingual students from 52% to 62% by May 2025.

High Priority

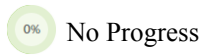
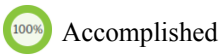
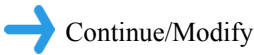

Evaluation Data Sources: MAP data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize the Eureka curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: EOY MAP Math results will reflect an increase of students who meet or exceed their expected growth.</p> <p>Staff Responsible for Monitoring: AS, Admin, Teachers, Eureka Coach</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p>Strategy's Expected Result/Impact: 100% of students will make at least one year of growth based on BOY MAP percentile scores.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Using data tracking sheets, students' progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.</p> <p>Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Supplemental resources (such as Progress Learning, Mentoring Minds, ST Math, STAAR Ready, IXL, Forde-Ferrier, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Math Materials - 211 - Title I-A - 211 - \$3,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Tutoring - 211 - Title I-A - 211 - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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Performance Objective 5 Problem Statements:

| Demographics |
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| <p>Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. Root Cause: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p> |
| Student Learning |
| <p>Problem Statement 1: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. Root Cause: There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p> |
| <p>Problem Statement 3: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. Root Cause: Effective Tier I instruction has been inconsistently delivered to all students.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. Root Cause: Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.</p> |

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 6: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 48% to 58% by May 2025.
 Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 45% to 55% by May 2025.
 Increase the percentage of 5th grade students scoring at MEETS or above on STAAR STAAR science from 22% to 35% by May 2025.





High Priority

Evaluation Data Sources: STAAR data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize the Eureka curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: EOY STAAR results will reflect an increase of students performing at Meets level on Math STAAR for each grade level (3-5.).</p> <p>Staff Responsible for Monitoring: AS, Admin, Eureka Coach</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 Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p>Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Using campus-created tracking sheets, students progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Supplemental resources (such as STMath, Imagine Learning [English and Spanish], Progress Learning, IXL, Forde-Ferrier, Mentoring Minds, STAAR Ready, Math Warm-Ups, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Create a cohesive instructional plan across grades K-5 by forming vertical alignment teams for each content area. These teams will ensure that instruction is aligned and standards are consistently met.</p> <p>Strategy's Expected Result/Impact: There will be seamless transitions in learning from one grade level to the next.</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Counselors will develop and implement a targeted intervention plan for students identified through a comprehensive needs assessment, focusing on their specific social and emotional needs. The plan will aim to enhance academic performance and attendance.</p> <p>Strategy's Expected Result/Impact: SEL support will directly impact the percentage of 3rd-5th grade students scoring at meets level or above on STAAR math.</p> <p>Staff Responsible for Monitoring: Counselors and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 7: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments in math and science.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Teachers will implement the new science curriculum, Texas Science, from kindergarten through 5th, including hands-on science experiences.</p> <p>Strategy's Expected Result/Impact: 5th grade STAAR Science results will increase from the previous year as outlined in the Performance Objective goal.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| <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 6 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> |
| <p>Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. Root Cause: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p> |

Student Learning

Problem Statement 1: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. **Root Cause:** There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.

Problem Statement 3: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. **Root Cause:** Effective Tier I instruction has been inconsistently delivered to all students.

School Processes & Programs

Problem Statement 1: Students do not receive tier 3 intervention services from support staff until the beginning of the 2nd 6 weeks. **Root Cause:** We are not prioritizing the creation of specialized instruction prior to the beginning of the school year.

Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. **Root Cause:** Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 7: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 51% to 61% by May 2025.

Increase the percentage of Emergent Bilingual students from 52% to 62% by May 2025.

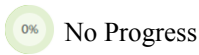
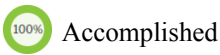
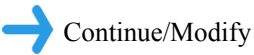

Evaluation Data Sources: MAP Growth reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize the Eureka curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: EOY MAP Math results will reflect an increase of students who meet or exceed their expected growth.</p> <p>Staff Responsible for Monitoring: AS, Admin, Eureka Coach</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 Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.</p> <p>Strategy's Expected Result/Impact: 100% of students will make at least one year of growth based on BOY MAP percentile scores.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Using campus-created tracking sheets, students progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks and MTSS referrals.</p> <p>Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Supplemental resources (such as STMath, Imagine Learning [English and Spanish], Progress Learning, IXL, Forde-Ferrier, Mentoring Minds, STAAR Ready, Math Warm-Ups, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Create a cohesive instructional plan across grades K-5 by forming vertical alignment teams for each content area. These teams will ensure that instruction is aligned and standards are consistently met.</p> <p>Strategy's Expected Result/Impact: There will be seamless transitions in learning from one grade level to the next.</p> <p>Problem Statements: Student Learning 1, 3</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Counselors will develop and implement a targeted intervention plan for students identified through a comprehensive needs assessment, focusing on their specific social and emotional needs. The plan will aim to enhance academic performance and attendance.</p> <p>Strategy's Expected Result/Impact: SEL support will directly impact the percentage of 3rd-5th grade students scoring at meets level or above on STAAR math.</p> <p>Staff Responsible for Monitoring: Counselors and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 7: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments in math and science.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

Performance Objective 7 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> |
| <p>Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. Root Cause: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p> |
| Student Learning |
| <p>Problem Statement 1: Based on 2023-2024 STAAR scores, only 27% of our SPED students scored at meets level or above in reading and 20% scored at meets level or above in math. Root Cause: There is a lack of effective collaboration between special education and general education teachers regarding essential standards/IEP goals and implementation of instructional accommodations with fidelity.</p> |
| <p>Problem Statement 3: Based on 2023-2024 STAAR scores, only 44% of all students are scoring at the Meets and above levels in all areas. Root Cause: Effective Tier I instruction has been inconsistently delivered to all students.</p> |

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 1: Retain 90% or more of our campus staff at the end of the school year for 2025-2026.

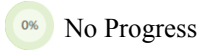
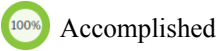
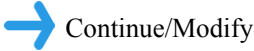

High Priority

HB3 Goal

Evaluation Data Sources: Teacher retention will increase this school year.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Build teacher capacity to maximize teacher effectiveness and promote greater levels of student learning. Strategy's Expected Result/Impact: Teachers will feel more confident in their instructional practices resulting in increased student performance. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Strategically assign teachers based on student needs and teacher strengths. Strategy's Expected Result/Impact: Historical Data shows teachers become experts in their grade level content area. Staff Responsible for Monitoring: Admin Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Support teachers and paraprofessionals to improve instruction by providing training in the following: Estrellita, LLI refresher, UFLI, Learning Walks, Peer-to-Peer Coaching based on strengths/needs, and PD on effective PLC implementation including Tier 1 (Amplify/Eureka), Tier 2 (small group instruction), and Data-Driven Instruction. PD will also be provided through vertical team planning based on essential standards.</p> <p>Strategy's Expected Result/Impact: Data collected from targeted walk-throughs will reflect improved instruction at all levels.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, AS, Interventionists, Paraprofessionals, Amplify and Eureka Region 10 coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 2: Data Driven Instruction is still not proficiently implemented across all content teams. Root Cause: Grade level teams require different levels of support and training in the implementation of an effective Data Driven Instruction process.</p> |





Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 6.7% to 6% by May 2025.

Decrease the number and percentage of Emergent Bilingual students from 5.5% to 5% by May 2025.

High Priority

Evaluation Data Sources: Campus attendance data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Follow the campus attendance plan (ex. 8 am attendance, classroom attendance banner, brag tags, campus- wide attendance banners, Class Dojo messages to parents, end of six weeks incentives for perfect attendance, etc.).</p> <p>Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease.</p> <p>Staff Responsible for Monitoring: DP clerk, Admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will refer students with chronic absenteeism to MTSS to develop and monitor an attendance plan.</p> <p>Strategy's Expected Result/Impact: Student attendance and academic performance will increase.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS committee</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| <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 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> |

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 2: Decrease the percentage of in and out of school suspensions for all students that are referred for disciplinary action from 12 out of 27 (44%) to 7 out of 21 (33%) by May 2025.





Decrease the number of discretionary referrals for all students from 27 to 21 referrals.

High Priority

Evaluation Data Sources: Cognos discipline reports

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue to infuse Capturing Kids' Hearts and Student Culture (formerly known as PBIS) components throughout all aspects of the school's daily life and culture.</p> <p>Strategy's Expected Result/Impact: All staff members will continue to build relationships with students through daily morning greetings, sharing good things, providing affirmations, use of Social Contract, and use of the 4 Questions.</p> <p>Staff Responsible for Monitoring: Administrators, Student Cultural committee, Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue with implementation of Student Culture (formerly known as PBIS) strategies to complement Capturing Kids Hearts by recognizing students showing Grizzly PRIDE (Positivity, Respect, Integrity, Determination, Excellence).</p> <p>Strategy's Expected Result/Impact: We will distribute PRIDE tickets rewarding student behaviors in common areas and classrooms. Grade-level Top Grizzly of the Month will be recognized throughout the year. Continue to maintain minimal office referrals. Decrease behavior issues in the common areas.</p> <p>Staff Responsible for Monitoring: Administrators, Student Cultural committee, Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Create a campus-wide school entrance and morning routines plan in order to maximize instructional time and to set a positive and productive tone for the rest of the school day.</p> <p>Strategy's Expected Result/Impact: At least 90% of teachers and students will consistently adhere to the campus-wide expectations for entering the school and morning routines.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional team, Support staff, Paraprofessionals, Admin, etc.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide a more in-depth Capturing Kids' Hearts training for any staff who have not yet been trained.</p> <p>Strategy's Expected Result/Impact: New staff members will feel equipped to utilized all CKH strategies with their students and other staff.</p> <p>Staff Responsible for Monitoring: AS, Admin</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Counselors will continue to educate students and staff on a variety of positive coping skills in order to maximize potential and build positive relationships.</p> <p>Strategy's Expected Result/Impact: Students will be better equipped to self-regulate in order to remain in class.</p> <p>Staff Responsible for Monitoring: Counselors, Admin, Classroom teachers</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: Guidance lessons/Individual Counseling will target SEL and counseling groups will be utilized to target specific needs, ex. grief, newcomers, etc.</p> <p>Strategy's Expected Result/Impact: Reduce the number of inappropriate behaviors & self harm.</p> <p>Staff Responsible for Monitoring: Administrators, counselors</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| <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:

| Demographics |
|--|
| <p>Problem Statement 1: Although we have increased from 95% to 96.49%, we are still short of reaching our goal of 97% attendance rate. Root Cause: Although some students with chronic absenteeism were referred through our MTSS process which contributed to the increase of attendance rate, teachers need to continue to closely monitor and refer students.</p> <p>Problem Statement 2: The At-Risk sub-population has increased from 82.9% to 88.38% making it more difficult to meet their needs. Root Cause: This sub-population is composed of various subgroups (homeless, sped, newcomers, Emergent Bilinguals, etc.) and there is a lack of system to identify at risk students and their needs.</p> |





Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 1: Earn the Diamond Seal of Excellence award for our Parent Center by the end of the school-year 24-25.

Evaluation Data Sources: Volunteer hours logs, monthly grade level programs, EOY awards assemblies, parent classes

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue funding the Parent Liaison position for our campus to promote parent involvement and provide services and resources for our community and parent liaison including parent classes and conferences that support student success. Our goal is offer at least 28 parent classes and collect at least 420 parent interest survey responses this school-year.</p> <p>Strategy's Expected Result/Impact: Fund position and provide online and in-person services and resources for our community</p> <p>Staff Responsible for Monitoring: Administrators, Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Liaison position - 211 - Title I-A - 211 - \$27,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Furnish the parent center with the necessary tools, supplies, and resources needed to effectively carry out student instruction and family engagement activities that promote student achievement.</p> <p>Strategy's Expected Result/Impact: Parent center will run smoothly and efficiently.</p> <p>Staff Responsible for Monitoring: Parent Liaison and Admin</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 - Title I-A - 211 - \$1,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Continue to invite parents to participate in the Recognition of our students' efforts and academic performance by hosting an end of year virtual awards assembly for each grade level.</p> <p>Strategy's Expected Result/Impact: End of year awards assemblies</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Funds - 1,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Actively recruit GFFA members and encourage their involvement in as many school activities as possible: Fall/Friendship Dance, Trunk or Treat, Family Holiday Craft, and GFFA grade level programs, etc.</p> <p>Strategy's Expected Result/Impact: Increase parent participation in school activities and strengthening of parent and teacher partnership.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administrators, GFFA</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Each grade level will host a Parent Information Night (Attendance, Grade Level Expectations, Academic Goals, etc.) during the first six weeks of school.</p> <p>Strategy's Expected Result/Impact: Increased student performance and parent awareness of campus academic expectations</p> <p>Staff Responsible for Monitoring: Teachers, Admin, AS, Interventionists, Counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: We will continue to retain and recruit partners in education to support the campus mission and vision.</p> <p>Strategy's Expected Result/Impact: Increased community involvement to support students' academic achievement</p> <p>Staff Responsible for Monitoring: Admin, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |





Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: We have not capitalized on partnerships within our community. Root Cause: We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.</p> |

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 2: 100% of our students will be exposed to different career paths as well as characteristics of good employment and citizenship traits.

Evaluation Data Sources: Event pictures and participation logs.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide students a variety of learning opportunities that will help them become familiar with different careers through involvement of community employers in events that foster College & Career Readiness such as Career Day and Junior Achievement in a Day.</p> <p>Strategy's Expected Result/Impact: Students gain interest and understandings of a variety of careers and professions.</p> <p>Staff Responsible for Monitoring: Counselors, Admin, Instructional Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: We have not capitalized on partnerships within our community. Root Cause: We are lacking a systematic way of leveraging on the professional skills that community members can contribute to and provide our students' with rich learning experiences.</p> |

Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

State Compensatory

Budget for Gilbert Elementary School

Total SCE Funds: \$28,500.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

An instructional paraprofessional is funded through our SCE, and she helps to provide classroom instruction/intervention.

Personnel for Gilbert Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|------------------------|------------|
| Lodoiska Rodriguez | SCE Instructional Aide | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-------------------------------------|----------------|------------|
| Elia Victoria | Parent Liaison | | |
| OPEN | Bilingual Reading Interventionist | | |
| Tiffany Nicholas | Monolingual Reading Interventionist | | |

Campus Funding Summary

| 199 - General Funds | | | | | |
|---------------------|-----------|----------|-----------------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 3 | | 1,500 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 6 | After school tutoring | | \$3,500.00 |
| 1 | 4 | 3 | | | \$1,200.00 |
| 1 | 4 | 4 | | | \$2,000.00 |
| 1 | 4 | 7 | After school tutoring | | \$3,500.00 |
| 1 | 4 | 9 | Reading Interventionists- payroll | | \$160,421.00 |
| 1 | 5 | 5 | Math Materials | 211 | \$3,500.00 |
| 1 | 5 | 6 | Tutoring | 211 | \$5,000.00 |
| 1 | 6 | 7 | Tutoring | | \$5,000.00 |
| 1 | 7 | 7 | Tutoring | | \$5,000.00 |
| 4 | 1 | 1 | Parent Liaison position | 211 | \$27,500.00 |
| 4 | 1 | 2 | | 211 | \$1,000.00 |
| Sub-Total | | | | | \$217,621.00 |

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--|-------------|----------------|--------------|
| Bullying Prevention | Executive Director of Campus Operations | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Child Abuse and Neglect | Director of At-Risk and Responsive Services | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Coordinated Health Program | Director of Health Services | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Decision-Making and Planning Policy Evaluation | Director of Planning, Research, and Evaluation | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Disciplinary Alternative Education Program (DAEP) | Executive Director of Campus Operations | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Dropout Prevention | Director of At-Risk and Responsive Services | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Dyslexia Treatment Program | Dyslexia Coordinator | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Pregnancy Related Services | Director of At-Risk and Responsive Services | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Post-Secondary Preparedness | Director of Guidance, Counseling, College and Career Readiness | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Recruiting Teachers and Paraprofessionals | Senior Executive Director of HR | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Student Welfare: Crisis Intervention Programs and Training | Executive Director of Campus Operations | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Executive Director of Campus Operations | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Texas Behavior Support Initiative (TBSI) | Director of Special Education | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Technology Integration | Director of STEM and Innovation | 10/24/2024 | Dorian Galindo | 10/24/2024 |

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--------------------------------------|-------------|----------------|--------------|
| Job Description for Peace Officers, Resource Officers & Security Personnel | Director of School Safety & Security | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Title 1 Part A - Compliance Checklist | CFO | 10/24/2024 | Dorian Galindo | 10/24/2024 |
| Retaining Teachers and Paraprofessionals | Senior Executive Director of HR | 10/24/2024 | Dorian Galindo | 10/24/2024 |