Irving Independent School District

Schulze Elementary School

2023-2024 Campus Improvement Plan

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2023

Demographics

Demographics Summary

J.O. Schulze Elementary has an enrollment of 642 students with an average attendance rate of **95%** for the 2022-2023 school year. Currently, 92% of our student population is economically disadvantaged with a mobility rate of 12.2%. Over the past 3-5 years, our campus enrollment has declined, however, our student demographics have remained consistent. This year we have had to collapse 2 sections due to the decrease in enrollment. We have one section of monolingual Kindergarten and one 5th gread monolingual section. Our monolingual classes all have decreased in enrollment, while our bilingual classes have stayed consistent at about 20 students on average.

During the COVID pandemic, attendance was inconsistent due to several factors including but not limited to instructional modality, health concerns and COVID restriction protocols. We serve PreK4-5th Grade students (ranging 4 -11 years of age). Our yearly attendance average over the past 3 years has decreased compared to before Covid where the average was closer to 96% - the last 3 years we have been at 93% for the year.

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

Current ethic groups are as follows:

Hispanic - 91%

African American - 4%

White - 3%

Asian and Two or More Races- 1%

Current student programs:

Emergent Bilingual/English Learners - 69%

Gifted and Talented - 15%

Special Education - 11%

Staff Information:

Total Staff Members: 61

Professional Staff: 51

Teachers: 41

Professional Support Staff: 7

Teachers by Years of Experience:

Beginning Teachers: 2

1-5 years - 11

6-10 years - 18

11-20 years - 8

21- 30 years - 2

Attendance Year to Date - over the past 8 years

School Year	Enrolled Quantity	Attended Quantity	Absent Quantity	Attendance %	Absence %
2017	116,964.0	112,937.00	4,027.00	96.6%	3.4%
2018	116,534.0	112,513.00	4,021.00	96.5%	3.5%
2019	104,917.0	101,217.00	3,700.00	96.5%	3.5%
2020	108,257.0	104,721.00	3,536.00	96.7%	3.3%
2021	101,852.5	95,582.00	6,270.50	93.8%	6.2%
2022	105,876.5	98,867.00	7,009.50	93.4%	6.6%
2023	105,543.5	98,404.00	7,139.50	93.2%	6.8%
2024	20,970.5	20,104.00	866.50	95.9%	4.1%

Summary	780,915.0	744,345.00	36,570.00	95.3%	4.7%

Attendance by Special Population:

Attendance %	Gender		Ethnicity						Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	6-White	7-Two or More Races	N	Y	N	Y	N	Y
PK	93.5%	90.4%	92.2%	96.0%		85.9%	86.5%	98.8%	92.3%	92.1%	90.3%	92.7%	92.1%	91.9%
KG	92.5%	90.6%	91.8%	89.3%	87.5%	96.6%	86.1%		91.5%	91.6%	89.6%	92.6%	91.5%	91.5%
01	93.7%	93.4%	93.6%		95.2%	89.8%	95.6%		92.8%	93.7%	93.4%	93.6%	93.5%	93.8%
02	94.5%	93.3%	93.8%		90.2%	92.9%	97.2%	87.9%	92.0%	94.3%	93.0%	94.5%	93.9%	94.3%
03	94.0%	93.0%	93.9%		96.0%	91.7%	85.3%		94.6%	93.4%	91.9%	94.5%	93.9%	92.0%
04	95.5%	93.1%	94.2%		98.8%	92.8%			95.8%	93.9%	90.5%	95.7%	94.2%	94.0%
05	92.9%	93.0%	92.9%	77.3%	97.4%	92.1%	97.3%		93.7%	92.8%	90.9%	93.6%	93.3%	91.3%

Number of referrals: 164 Number of Incidents: 24 ISS: 7 OSS: 10 DAEP: 0 JJAEP: 0

114	Schulze Elementary	01	22	1			
		02	45	4		1	
		03	39	7	1	3	
		04	14	1		1	
		05	43	11	6	5	
		KG	1				
114 - Total			164	24	7	10	

Demographics Strengths

- Overall our referrals have been decreasing.
- We have had 0 Alt placements this year
- We noticed that our current 3rd Graders had less referrals than they did last year (45 referrals to only 9 this year).
- We see that this year our Capturing Kids Hearts has really helped students be able to take more ownership for their behaviors.
- The students have also been able to learn more about each other and build connections through the use of Good Things, Affirmations and SEL activities.
- Our Admin team has also been more creative in discipline strategies that do not call for out of school suspension or in school suspension.
- We have also used the Dean of Students assigned to our campus to mentor student groups that need additional support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our parent volunteer numbers have decreased by 5%. **Root Cause:** People are hesitant to come into the buildings or not sure if they become involved in schools.

Problem Statement 2 (Prioritized): Our chronic absenteeism rate is impacting student learning and achievement throughout the school year. **Root Cause:** Changes in how attendance is enforced by the school district and lack of consequences for missed days.

Problem Statement 3 (Prioritized): Schulze has experienced an increase in alleged bullying referrals. **Root Cause:** Students lack of opportunities to socialize with other students their age and lack self regulations skills.
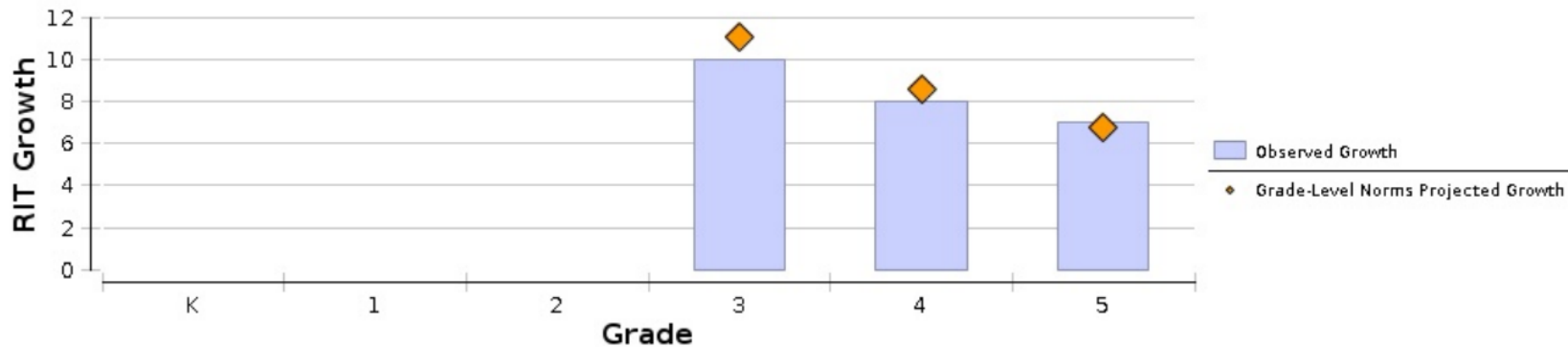
Student Learning

Student Learning Summary

Schulze's overall rating from the Texas Education Agency is an 85 indicating that Schule is an overall B campus. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70. We were not rated for Domain I. Schulze earned an A (Exemplary) for Academic Growth in Domain 2. Schulze earned a C (Acceptable) in Domain 3: Closing the Gaps Domain.

The 2022-2023 Preliminary STAAR results show Schulze to have a 53 overall score, which is an overall F rating. However, the official results have not been released by TEA as Domain II and Domain III are being reevaluated.

(057912114) - Schulze EL									
Student Achievement	57 (-1)	56						85 (-32)	53	F
School Progress, Part A	92 (-33)	59		59	59	70%	41.3			
School Progress, Part B	60 (-2)	58								
Closing the Gaps	76 (-36)	40				30%	12			

NWEA MAP Reading:

Language Arts: Reading

NWEA MAP Math

Math: Math K-12
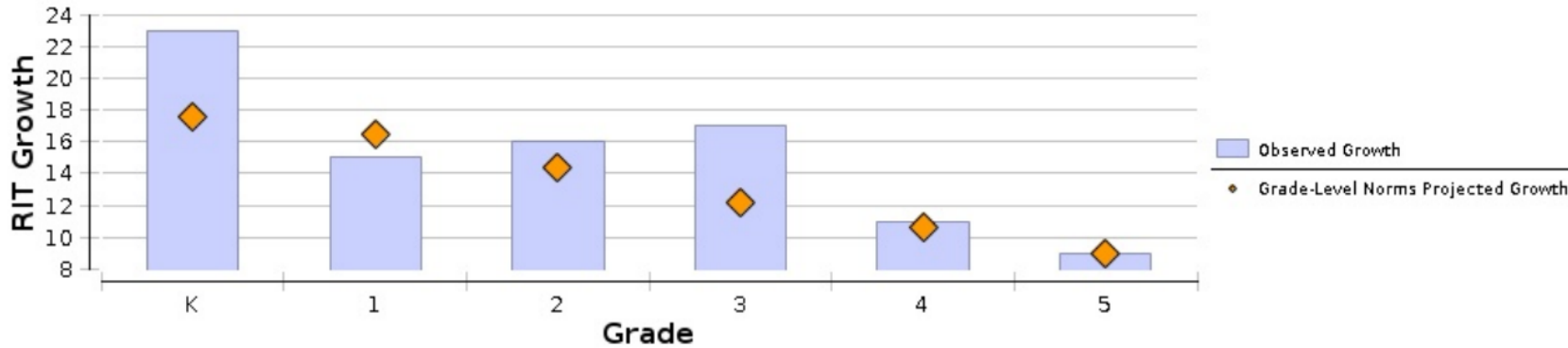
Student Learning Strengths

- Overall TEA Accountability rating was a B (85%)
- In the Closing the Gaps domain, our Economically Disadvantaged, Current Sped and Emergent Bilinguals all met their learning target in RLA.
- Protected instructional RTI planning was embedded in the master calendar to allow PLC conversations around interventions.
- This year we created a targeted intervention plan that allowed us to focus on Math instruction throughout the building.
- For the past two school years, we have consistently improved student performance on STAAR Reading and Math approximately 20%.
- The percentage of students performing at Meets Grade Level or Above improved approximately 9% from 2021 to 2022. Teachers are pushing students beyond Approaches.
- Our campus progress data indicates that we've been able to return to pre-COVID scores in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain.   **Root Cause:** Students are not showing mastery with fact fluency and problem solving.

Problem Statement 2 (Prioritized): Schulze Elementary has not demonstrated high academic achievement in various student groups to earn a distinction.   **Root Cause:** Inconsistent use of high-quality instructional materials to increase level of instructional rigor.

Problem Statement 3 (Prioritized): Our GT students are not preforming at the Meets and Masters level in Reading and Math   **Root Cause:** Teachers are not differentiating based on student needs, levels of rigor nor providing extension activities to continue to challenge learners.

Problem Statement 4 (Prioritized): MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause:** Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

- The district holds a number of recruiting events throughout the year (job fairs, college recruit events). Stipends are offered based on endorsements and certifications for higher need content areas.
- Our Guiding Coalition (Team Leaders) are able to develop leadership skills by serving as a liaison between administration and the grade-level/content area teams. They facilitate campus training and team meetings to ensure the alignment of campus expectations.
- Our Campus Improvement Committee and Guiding Coalition consistently monitor campus performance outcomes at the beginning, middle, and end of the year and adjust campus goals as needed.
- The STEAM Lab is available to all students for extended technology activities that are integrated within the curriculum: robotics, 3D printing and makerspace.
- Students have access to one to one device to support technology integration within the classroom.
- We embedded additional planning time for teachers for Purposeful Planning with clear protocols.
- The district provides the ConnectEd teacher mentorship program.
- The integration of CKH/SEL strategies has helped teachers with classroom management.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Equity of services can be challenging at times because Spanish instructional materials that align with English materials are lacking. **Root Cause:** Instructional materials that are not aligned with students needs.

Problem Statement 2 (Prioritized): Schulze has had an increase of 4% in alleged bullying referrals. **Root Cause:** There is a lack of awareness between bullying and peer conflict.

Problem Statement 3 (Prioritized): Our GT students are not performing at the Meets and Masters level in Reading and Math. **Root Cause:** Teachers do not know how to differentiate instruction to meet the needs of our high performing students.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- The district provided opportunities for our campus to network with area business leaders, philanthropic organizations and employers. This year at our Lead2Lead conference, community members, business owners and organizations that provide services in the Irving community were able to inform campuses about local resources and services available to Irving families.
- Approximately 80% of the parents surveyed shared that they feel welcome on campus.
- Of the parents surveyed, 85% shared that they feel respected on campus.
- In regards to school safety, 81% of our parents indicated that their child felt safe at school by selecting "strongly agree."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Temporary campus support teachers were not equipped with the skills necessary to be effective with instruction and classroom management. **Root Cause:** Our campus has experienced an increased number of mid-year employee resignations.

Problem Statement 2 (Prioritized): A common barrier we encounter is the shifting mindset from COVID protocols/restrictions to safety and security impacting parent visibility and participation on campus. **Root Cause:** Parents felt that the safety and security processes did not help them feel welcomed at the campus. Front office staff had a hard time welcoming parent back into the building.

Problem Statement 3 (Prioritized): Attendance at Schulze has declined by 5% from previous years. **Root Cause:** There is a need to impress upon students and parents the need and requirement of attending school on a daily basis.

Priority Problem Statements

Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain.
Root Cause 1: Students are not showing mastery with fact fluency and problem solving.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.
Root Cause 2: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our GT students are not performing at the Meets and Masters level in Reading and Math.
Root Cause 3: Teachers do not know how to differentiate instruction to meet the needs of our high performing students.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Equity of services can be challenging at times because Spanish instructional materials that align with English materials are lacking.
Root Cause 4: Instructional materials that are not aligned with students needs.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Attendance at Schulze has declined by 5% from previous years.
Root Cause 5: There is a need to impress upon students and parents the need and requirement of attending school on a daily basis.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our chronic absenteeism rate is impacting student learning and achievement throughout the school year.
Root Cause 6: Changes in how attendance is enforced by the school district and lack of consequences for missed days.
Problem Statement 6 Areas: Demographics

Problem Statement 7: Schulze has experienced an increase in alleged bullying referrals.
Root Cause 7: Students lack of opportunities to socialize with other students their age and lack self regulations skills.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Our parent volunteer numbers have decreased by 5%.
Root Cause 8: People are hesitant to come into the buildings or not sure if they become involved in schools.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Our GT students are not preforming at the Meets and Masters level in Reading and Math
Root Cause 9: Teachers are not differentiating based on student needs, levels of rigor nor providing extension activities to continue to challenge learners.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Schulze Elementary has not demonstrated high academic achievement in various student groups to earn a distinction.
Root Cause 10: Inconsistent use of high-quality instructional materials to increase level of instructional rigor.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: Schulze has had an increase of 4% in alleged bullying referrals.
Root Cause 11: There is a lack of awareness between bullying and peer conflict.
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Temporary campus support teachers were not equipped with the skills necessary to be effective with instruction and classroom management.
Root Cause 12: Our campus has experienced an increased number of mid-year employee resignations.
Problem Statement 12 Areas: Perceptions

Problem Statement 13: A common barrier we encounter is the shifting mindset from COVID protocols/restrictions to safety and security impacting parent visibility and participation on campus.
Root Cause 13: Parents felt that the safety and security processes did not help them feel welcomed at the campus. Front office staff had a hard time welcoming parent back into the building.
Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Increase the percentage of PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2024. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

High Priority

HB3 Goal

Evaluation Data Sources: Cirlce Data

Strategy 1 Details				Reviews			
Strategy 1: PK teachers will track student progress using a campus-created data tracking sheet.				**Formative**			**Summative**
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.				**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, Academic Specialists, Inteventionists and Admin **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I-A							

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will increase their English/Spanish developmental literacy skills during small group with their teachers. **Staff Responsible for Monitoring:** Teachers, Academic Specialists, Inteventionists and Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** - 211 - Title I-A				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Our GT students are not preforming at the Meets and Masters level in Reading and Math   **Root Cause**: Teachers are not differentiating based on student needs, levels of rigor nor providing extension activities to continue to challenge learners.
Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

School Processes & Programs
Problem Statement 1: Equity of services can be challenging at times because Spanish instructional materials that align with English materials are lacking.   **Root Cause**: Instructional materials that are not aligned with students needs.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Reading K-2 Progress Monitoring Performance Objectives:
Schulze will promote early reading and literacy skills in grades K through 2nd grade. This will foster strong reading skills and help close achievement gaps for all students.
* The percentage of Kindergarten students "on track" by mCLASS will increase from 18% to 40% by May 2024.
* The percentage of 1st grade students "on track" by mCLASS will increase from 34% to 54% by May 2024.
* The percentage of 2nd grade students "on track" by mCLASS will increase from 21% to 50% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: mClass Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize mCLASS data to differentiate Tier 2 and Tier 3 instruction in order to get students at the expected grade level.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Differentiated instruction will close students' academic gaps with 60% of K-2 students "on track" as measured by mCLASS by May 2024. **Staff Responsible for Monitoring:** Classroom teachers, interventionists, paraprofessionals, administrators **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** - 199 - General Funds				

Strategy 2 Details	Reviews			
Strategy 2: Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodable Readers) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment. **Staff Responsible for Monitoring:** Teachers, AS, and Admin **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** - 211 - Title I-A				

Strategy 3 Details	Reviews			
Strategy 3: Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student. **Staff Responsible for Monitoring:** Teachers, Admin, Interventionist, Paraprofessional, AS, and Counselors **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I-A				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will integrate writing throughout all core content areas two times a week. (12 times during the six weeks).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Student writing samples and journal entries will reflect quality writing across the curriculum. **Staff Responsible for Monitoring:** Administration, Guiding Coalition, AS, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I-A				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain.   **Root Cause**: Students are not showing mastery with fact fluency and problem solving.
Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.
School Processes & Programs
Problem Statement 1: Equity of services can be challenging at times because Spanish instructional materials that align with English materials are lacking.   **Root Cause**: Instructional materials that are not aligned with students needs.
Problem Statement 2: Schulze has had an increase of 4% in alleged bullying referrals.   **Root Cause**: There is a lack of awareness between bullying and peer conflict.

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Increase the percentage of 3rd-5th grade students that score at meets level or above on STAAR reading & math from 52% to 70% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores.. **Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I-A				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will integrate writing throughout all core content areas using high quality instructional materials & resources.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: 50% of our students in 3rd-5th will score at least 50% or above in the embedded writing TEKS in the STAAR reading. **Staff Responsible for Monitoring:** Administration, guiding coalition, AS, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I-A					

Strategy 3 Details		Reviews			
Strategy 3: Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance. **Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain. **Root Cause**: Students are not showing mastery with fact fluency and problem solving.

Student Learning

Problem Statement 2: Schulze Elementary has not demonstrated high academic achievement in various student groups to earn a distinction.   **Root Cause**: Inconsistent use of high-quality instructional materials to increase level of instructional rigor.

Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

School Processes & Programs

Problem Statement 3: Our GT students are not performing at the Meets and Masters level in Reading and Math.   **Root Cause**: Teachers do not know how to differentiate instruction to meet the needs of our high performing students.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of Pre-K students who are proficient in Math (English/Spanish combined) CIRCLE indicator by at least 10% by May 2024.

    Evaluation Data Sources: CIRCLE data

Strategy 1 Details	Reviews			
Strategy 1: PK teachers will track student progress using a campus-created data tracking sheet.	**Formative**			**Summative**
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.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, AS, and Admin				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 4 **Funding Sources:** - 211 - Title I-A				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students not making expected progress will receive timely and targeted Tier 2 instruction.				
Staff Responsible for Monitoring: Teachers, AS, and Admin				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 4				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain.   **Root Cause**: Students are not showing mastery with fact fluency and problem solving.
Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: Math K-2 Progress Monitoring Performance Objectives:
Schulze will promote early math foundational skills in grades K through 2nd grade. This will foster strong math skills and help close achievement gaps for all students.
For the 2023-2024 school year the following goals will be achieved by the end of the academic school year:
44% of Kindergarten students will score at or above the 60%ile on EOY MAP Math in 2024
40% of First Grade students will score at or above the 60%ile on EOY MAP Math in 2024
30% of Second Grade students will score at or above the 60%ile on EOY MAP Math in 2024

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores. **Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 3, 4 **Funding Sources:** - 199 - General Funds, - 211 - Title I-A				

Strategy 2 Details		Reviews			
Strategy 2: 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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: The progress of each student will be monitored on a periodic basis.					
Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin					
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 4 **Funding Sources:** - 211 - Title I-A, - 199 - General Funds					

Strategy 3 Details		Reviews			
Strategy 3: Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance.					
Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin					
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**					

Strategy 4 Details		Reviews			
Strategy 4: Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodaable Readers.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.					
Staff Responsible for Monitoring: Teachers, AS, and Admin					
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**					

Strategy 5 Details	Reviews			
Strategy 5: Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.	Formative			Summative
	Nov	Feb	Apr	July

Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.
     Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS,
 	
     TEA Priorities:
 Build a foundation of reading and math
 - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished ⟶ Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain. **Root Cause**: Students are not showing mastery with fact fluency and problem solving.
Problem Statement 3: Our GT students are not preforming at the Meets and Masters level in Reading and Math **Root Cause**: Teachers are not differentiating based on student needs, levels of rigor nor providing extension activities to continue to challenge learners.
Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math. **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6: Increase the percentage of 3-5 grade students that score at meets level or above on STAAR math from 51% to 55 % by May 2024.

    Evaluation Data Sources: STAAR data

Strategy 1 Details				Reviews			
Strategy 1: 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.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores.				**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3, 4							

Strategy 2 Details				Reviews			
Strategy 2: 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.				**Formative**			**Summative**
Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.				**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 - General Funds							

Strategy 3 Details		Reviews			
Strategy 3: Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.		**Formative**			**Summative**
		Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance. **Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 - School Processes & Programs 3					

Strategy 4 Details		Reviews			
Strategy 4: Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodaable Readers.) will be used to help close achievement gaps. Provide supplemental materials as needed.		**Formative**			**Summative**
		Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment. **Staff Responsible for Monitoring:** Teachers, AS, and Admin **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.		**Formative**			**Summative**
		Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student. **Staff Responsible for Monitoring:** Teachers, admin, Interventionist, paraprofessional, AS **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I-A					

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Only 1 out of 7 of our sub groups met the Math Learning Target in Closing the Gaps Domain.   **Root Cause**: Students are not showing mastery with fact fluency and problem solving.
Problem Statement 3: Our GT students are not preforming at the Meets and Masters level in Reading and Math   **Root Cause**: Teachers are not differentiating based on student needs, levels of rigor nor providing extension activities to continue to challenge learners.
Problem Statement 4: MAP scores indicate that as students in the intermediate grades are performing below the 40th percentile in Reading and Math.   **Root Cause**: Student are not being pushed past the projected growth goals indicated on their MAP reports. Goal setting is not specific enough on how students can grow.

School Processes & Programs
Problem Statement 3: Our GT students are not performing at the Meets and Masters level in Reading and Math.   **Root Cause**: Teachers do not know how to differentiate instruction to meet the needs of our high performing students.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: The Parent Center will receive the IISD Diamond Seal of Excellence by May 2024.
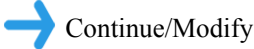
    High Priority

    Evaluation Data Sources: IISD Seal of Excellence Criteria

Strategy 1 Details	Reviews			
Strategy 1: The Parent Liaison will collect at least 60 parent interest surveys (monthly) to create and continuously refine the campus course schedule for parents.	**Formative**			**Summative**

Strategy's Expected Result/Impact: The ongoing collection of parent interest surveys will help the Parent Liaison strategically design course offerings that meet the needs of our parent community.
 	
Monthly Survey Collection:
Week 1: 15 Surveys
Week 2: 15 Surveys
Week 3: 15 Surveys
Week 4: 15 Surveys
    Staff Responsible for Monitoring: Parent Liaison
 	
    Title I:
4.2
    Problem Statements: Demographics 1
    Funding Sources: - 211 - Title I-A
	Nov	**Feb**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: The Parent Center will average 400 volunteer hours monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tracking the number of volunteer hours will help to ensure that we are building the home-to-school connection needed to support student achievement. A volunteer tracker will directly inform the public relation efforts of the campus. **Staff Responsible for Monitoring:** Parent Liaison	**Nov**	**Feb**	**Apr**	**July**

Strategy 3 Details	Reviews			
Strategy 3: Parent Center communication (newsletter, school messenger, flyers, etc.) will be shared with parents weekly to broadcast ways parent volunteers can support and be supported by the campus.	Formative			Summative
	Nov	Feb	Apr	July
Strategy's Expected Result/Impact: The goal is to provide clarity to parents about the engagement and educational opportunities available for them. A monthly newsletter will be shared with parents via our various social media platforms. Flyers will be shared with parents weekly about upcoming courses and events of interest. Ongoing communication via flyers/school messenger phone calls will communicate specific ways parents can support campus needs. **Staff Responsible for Monitoring:** Parent Liaison **Title I:** 4.2 **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** - 211 - Title I-A				

0% No Progress		100% Accomplished		Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our parent volunteer numbers have decreased by 5%.   **Root Cause**: People are hesitant to come into the buildings or not sure if they become involved in schools.
Perceptions
Problem Statement 2: A common barrier we encounter is the shifting mindset from COVID protocols/restrictions to safety and security impacting parent visibility and participation on campus.   **Root Cause**: Parents felt that the safety and security processes did not help them feel welcomed at the campus. Front office staff had a hard time welcoming parent back into the building.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Schulze will retain 100% of its teachers who meet or exceed expectations in TTESS Domains 1-4.

    Evaluation Data Sources: Retention rate, staff morale survey, TTESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Staff collaboration time will be scheduled and intentional. Collaboration time includes Wednesday planning meetings, Purposeful Planning, Team Time, and Data Protocol Meetings.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: 100% of walkthroughs will show that teachers have effectively collaborated to increase learning and plan quality assessments and intervention plans.
    Staff Responsible for Monitoring: Administrators, Academic Specialist, Interventionists
 	
    Title I:
2.4, 2.5
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 2: Strategic Staffing
Problem Statements: Perceptions 1
Funding Sources: - 211 - Title I-A, - 199 - General Funds				

Strategy 2 Details	Reviews			
Strategy 2: Schulze administrators will gain feedback from staff by sending out a mid-year climate survey and scheduling times to check in with teachers to address needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Climate survey data will show that at least 90% of staff respond agree or strongly agree to all questions.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 2: Strategic Staffing
Problem Statements: Perceptions 1
Funding Sources: - 211 - Title I-A				

Strategy 3 Details	Reviews			
Strategy 3: The campus will conduct teacher interviews as a 2 step process which will consist of Campus Data Analysis/ Provide an Action Plan and then design a lesson based on a provided standard.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Staff members recruited will show a high success rate. **Staff Responsible for Monitoring:** Admin, counselors, teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Funds				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Temporary campus support teachers were not equipped with the skills necessary to be effective with instruction and classroom management. **Root Cause**: Our campus has experienced an increased number of mid-year employee resignations.

RDA Strategies

Goal	Objective	Strategy	Description
1	3	1	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.
1	3	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	4	1	PK teachers will track student progress using a campus-created data tracking sheet.
1	4	2	Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.
1	5	1	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.
1	5	2	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.
1	5	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	5	4	Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodaable Readers.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.
1	5	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.
1	6	1	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.
1	6	2	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.
1	6	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	6	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PK teachers will track student progress using a campus-created data tracking sheet.
1	1	2	Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills.
1	2	3	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.
1	2	4	Teachers will integrate writing throughout all core content areas two times a week. (12 times during the six weeks).
1	3	1	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.
1	3	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	4	1	PK teachers will track student progress using a campus-created data tracking sheet.
1	4	2	Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.
1	5	1	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.
1	5	2	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.
1	5	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	5	4	Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodaable Readers.) will be used to help close achievement gaps. Provide supplemental school materials/ supplies as needed.
1	5	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.
1	6	1	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.
1	6	2	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.
1	6	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	6	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PK teachers will track student progress using a campus-created data tracking sheet.
1	1	2	Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills.
1	2	3	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.
1	2	4	Teachers will integrate writing throughout all core content areas two times a week. (12 times during the six weeks).
1	3	1	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.
1	3	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	4	1	PK teachers will track student progress using a campus-created data tracking sheet.
1	4	2	Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.
1	5	1	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.
1	5	2	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.
1	5	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	5	4	Supplemental resources (such as Imagine Learning [English and Spanish], Really Great Reading, Estrellita, mClass Interventions, Decodaable Readers.) will be used to help close achievement gaps. Provide supplemental school materials/ supplies as needed.
1	5	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.
1	6	1	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.
1	6	2	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.
1	6	3	Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.
1	6	5	Accelerated Instruction will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.

State Compensatory

Budget for Schulze Elementary School

Total SCE Funds: $30,336.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

We also have used the money for extra support during the day for a part-time tutor. The funds are used to pay a tutor to work with students during the school day to improve literacy skills. Funds were also used to pay for a newcomer support paraprofessional who would provide explicit English language instruction to emergent bilingual students with less than 3 years in US schools.

Personnel for Schulze Elementary School

Name	Position	FTE
Noel Landeros	Newcomer Support Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Lizmar Rojas	Intervention Specialist	Math	1
Maria Morales	Parent Liaison	Parent and Family Engagement	1
Megan Barker	Intervention Specialist	Reading	1

Campus Funding Summary

199 - General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	2			$0.00
3	1	1			$0.00
3	1	3			$0.00
				Sub-Total	$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	5			$0.00
2	1	1			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
				Sub-Total	$0.00