

**Irving Independent School District**  
**Keyes Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Paul Keyes Elementary enrollment includes 725 students and we are located in South Irving. 92.5 % of students at Keyes Elementary are considered Economically Disadvantaged and 70.2% are labeled ELL. For the school year, Keyes is servicing 92.8%, Hispanic students, 3.82% African American, 1.98% White, .42% American Indian, Pacific Islander 0.42%, .71% Asian, and 0.57% two or more races. 7.92% receive special education. The school's enrollment has increased from 665 to 720, an 8% increase. We have noticed a new upward trend in enrollment. All Keyes teachers have met the HB3 requirement.

### Demographics Strengths

2023-2024 Info:

African American - 3.82%

Asian- .71%

Hispanic - 92.8%

White - 1.98%

American Indian - .42%

Pacific Islander - .42%

Two-or-More-Races - .57%

We have had a small increase in Hispanic Students. The school's enrollment has increased 8% to 720 students. Referrals have remained low at Keyes.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance did not meet the 97% district expectation. **Root Cause:** Attendance procedures had actionable steps that were not monitored with fidelity.

**Problem Statement 2 (Prioritized):** The attendance procedures were not communicated clearly. **Root Cause:** There was not a uniform attendance system in all grade levels.

# Student Learning

## Student Learning Summary

Our DCA Benchmarks throughout the year aligned with STAAR data.

### STAAR 3rd Reading English scores reflected

31% Approaches  
23% Meets  
8% Masters

### STAAR 3rd Reading Spanish scores reflected

34% Approaches  
8% Meets  
7% Masters

### STAAR 3rd Math English scores reflected

38% Approaches  
16% Meets  
4% Masters

### STAAR 3rd Math Spanish scores reflected

33% Approaches  
8% Meets  
0% Masters

### STAAR 4th Reading English scores reflected

42% Approaches  
18% Meets  
15% Masters

### STAAR 4th Reading Spanish scores reflected

26% Approaches  
13% Meets  
4% Masters

### STAAR 4th Math English scores reflected

18% Approaches  
25% Meets  
18% Masters

### STAAR 4th Math Spanish scores reflected

26% Approaches  
13% Meets  
4% Masters

### STAAR 5th Reading English scores reflected

29% Approaches

22% Meets  
13% Masters

**STAAR 5th Reading Spanish scores reflected**

26% Approaches  
13% Meets  
4% Masters

**STAAR 5th Math English scores reflected**

20% Approaches  
19% Meets  
11% Masters

**STAAR 5th Math Spanish scores reflected**

38% Approaches  
0% Meets  
0% Masters

**STAAR 5th Science English scores reflected**

22% Approaches  
13% Meets  
6% Masters

**STAAR 5th Science Spanish scores reflected**

7% Approaches  
0% Meets  
0% Masters

From years past, Keyes typically does better on Math STAAR versus Reading STAAR. However, this year we noticed an inverse trend that Keyes performed better in Reading than Math.

**Student Learning Strengths**

For Math and Reading, Keyes is slightly below or in line with district scores overall. Spanish Reading improved overall. We achieved 46% in approaches, 15% in meets, and 5% in masters.

Students have made progress with decoding skills, they are now struggling with fluency, accuracy, and reading with expression. These are all important skills that lead to reading comprehension. Student progress is being monitored throughout BOY, MOY, & EOY M-Class, and progress monitoring is every 6 weeks. Collaborative team meetings have been consistent with prescriptive agendas focusing on data.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** mClass and district benchmarks indicate that we need to be more intentional in closing our gaps in Reading for all grade levels. **Root Cause:** The rigor of Tier 1 instruction has not been aligned with Reading TEKS for all grade levels.

**Problem Statement 2 (Prioritized):** Students were not showing growth on various essential TEKS. **Root Cause:** Lack of reteaching and progress monitoring of the essential TEKS.

**Problem Statement 3 (Prioritized):** Grade levels were not synchronized in lesson delivery. **Root Cause:** Modeling of strategies for essential TEKS not present during PLC's.

**Problem Statement 4 (Prioritized):** RTI was not aligned to student TEK needs **Root Cause:** Data tracker was not implemented with fidelity

**Problem Statement 5 (Prioritized):** Hispanic students did not meet math or reading academic achievement 3 years in a row **Root Cause:** RTI time was not utilized optimally to fill student gaps

**Problem Statement 6:** PK circle data shows students struggle with math operations **Root Cause:** Instruction was not scaffold

# School Processes & Programs

## School Processes & Programs Summary

The process for recruiting, selecting, and retaining high-quality educators includes communicating with teachers, identifying teacher strengths, coaching teachers, and providing feedback. In addition, we will build capacity in teachers by providing opportunities for leadership roles. We will consistently review campus and student needs to keep morale high.

Leadership roles are clearly defined through the team lead retreat at the beginning of the year. We meet with team leads monthly throughout the year to discuss team lead roles and new and ongoing initiatives. In addition, teachers will present at faculty meetings.

Keyes has a Professional Learning Community Framework. Staff members work collaboratively by analyzing data and creating action plans for student academic growth. Teachers will group their students based on data and progress and monitor their growth. In addition, our focus for this year is formative assessments. Teachers will be required to administer 2 exit tickets a week in Aware for K-5. The Instructional team will track the data weekly and provide feedback.

Professional development will address root causes during faculty meetings. The meetings will be intentional based on the analysis of campus data. Some topics we will discuss are exit tickets and analyzing data in Aware.

This year, faculty meetings were different because they were focused on instruction. After school Team Lead Meetings were focused on operational items.

## School Processes & Programs Strengths

Based on 2023-24 data most staff was retained from the 2022-2023 school year. There were a few grade-level adjustments based on campus needs.

Campus improvement committee meetings occur consistently throughout the year with prescriptive agendas focusing on data such as DCAs, interim, and common formative assessments. Teachers, parents, and community members are involved in campus goals. Progress is tracked in Plan 4 Learning and updated quarterly. Data is also reviewed during collaborative team meetings. The focus is consistent between previous and current campus improvement plans.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The Professional Learning Community system was not optimized effectively. **Root Cause:** PLC time should have been utilized more effectively by focusing on modeling and specific reteaching plans.

**Problem Statement 2 (Prioritized):** Students writing scores have reflected low mastery **Root Cause:** Explicit teaching has not occurred consistently

**Problem Statement 3 (Prioritized):** Lack of consistent progress monitoring. **Root Cause:** Formative assessments were not administered with fidelity.

**Problem Statement 4 (Prioritized):** Data was not utilized consistently to make decisions on district operation procedures. **Root Cause:** Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.



# Perceptions

## Perceptions Summary

Staff turnover at Keyes remains at a minimum. Teachers indicated administrators are visible and promote a positive school culture. The parent liaison at Paul Keyes has high parent involvement, consistent volunteers, and engaging parent seminars. Students at Keyes believe their teachers care about them and want them to be successful. Keyes Elementary's climate survey indicates there is a positive climate and culture throughout the campus. Multiple parent classes are offered throughout the school year. Parent volunteers are here daily at our campus. According to the parent survey, approximately 84% of parents know that their children's teachers care about them. Approximately, 92% of parents know that teachers have high expectations of their children. Approximately, 92% of parents feel that teachers communicate with them about the progress of their child.

Our parent liaison leads multiple meetings such as All Pro Dads, Brighter Bite food drive (new this year), Church food drive, Love and Logic, technology information sessions, health information, and computer classes. Our community attends our campus events such as reading and math night. Our Camp Kindergarten was new for the 23-24 school year.

## Perceptions Strengths

Staff turnover at Keyes remains at a minimum.

Attendance increased from 93.57% for (2022-2023) to 96% (2023-2024).

Keyes organized various family campus events (such as reading and math night, ALL Pro Dads, muffins with mom, etc.) to increase community participation.

The parent liaison and the academic specialist had a STAAR meeting with the parents to emphasize the importance of STAAR.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent involvement lacks participation **Root Cause:** Providing more opportunities for parents to be involved

**Problem Statement 2 (Prioritized):** Community engagement for All Pro Dads was only at 30% based on the total school parent population. **Root Cause:** All Pro Dad meetings were held in the morning instead of after school which decreased Parent participation.

# Priority Problem Statements

**Problem Statement 1:** Attendance did not meet the 97% district expectation.

**Root Cause 1:** Attendance procedures had actionable steps that were not monitored with fidelity.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The Professional Learning Community system was not optimized effectively.

**Root Cause 2:** PLC time should have been utilized more effectively by focusing on modeling and specific reteaching plans.

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

**Problem Statement 3:** Students were not showing growth on various essential TEKS.

**Root Cause 3:** Lack of reteaching and progress monitoring of the essential TEKS.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Grade levels were not synchronized in lesson delivery.

**Root Cause 4:** Modeling of strategies for essential TEKS not present during PLC's.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** RTI was not aligned to student TEK needs

**Root Cause 5:** Data tracker was not implemented with fidelity

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students writing scores have reflected low mastery

**Root Cause 6:** Explicit teaching has not occurred consistently

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Data was not utilized consistently to make decisions on district operation procedures.

**Root Cause 7:** Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Lack of consistent progress monitoring.

**Root Cause 8:** Formative assessments were not administered with fidelity.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** mClass and district benchmarks indicate that we need to be more intentional in closing our gaps in Reading for all grade levels.

**Root Cause 9:** The rigor of Tier 1 instruction has not been aligned with Reading TEKS for all grade levels.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** The attendance procedures were not communicated clearly.

**Root Cause 10:** There was not a uniform attendance system in all grade levels.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Hispanic students did not meet math or reading academic achievement 3 years in a row

**Root Cause 11:** RTI time was not utilized optimally to fill student gaps

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Community engagement for All Pro Dads was only at 30% based on the total school parent population.

**Root Cause 12:** All Pro Dad meetings were held in the morning instead of after school which decreased Parent participation.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Parent involvement lacks participation

**Root Cause 13:** Providing more opportunities for parents to be involved

**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
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

# Goals

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

**Performance Objective 1:** The percentage of Kindergarten students (English and Spanish combined) on track on mClass will increase by 25% by May 2025.  
Indicators: Sound recognition, fluency, decoding, and reading comprehension.

**Evaluation Data Sources:** mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The leadership team will monitor students' progress through mClass (BOY, MOY, and EOY) to drive targeted intervention through small group and tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of students will show growth in reading assessments by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> For students who fall below or well below on mClass, students will be monitored through core testing and will work in small groups with the interventionists to continue developing reading and fluency skills to mastery level.</p> <p><b>Strategy's Expected Result/Impact:</b> By progress monitoring the students with fidelity on mClass and core, we can better assess students' reading skills and close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** mClass and district benchmarks indicate that we need to be more intentional in closing our gaps in Reading for all grade levels. **Root Cause:** The rigor of Tier 1 instruction has not been aligned with Reading TEKS for all grade levels.

**School Processes & Programs**

**Problem Statement 1:** The Professional Learning Community system was not optimized effectively. **Root Cause:** PLC time should have been utilized more effectively by focusing on modeling and specific reteaching plans.

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

**Performance Objective 2:** We will increase in 5th grade math STAAR by 15% in meets and masters.


**Evaluation Data Sources:** End of module assessments and STAAR interim

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The leadership team will monitor students' progress through mid and end of module assessments, exit tickets, STAAR interim, and MAP to drive targeted intervention and to reteach until mastery is shown.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will be targeted through small group intervention and exit tickets to track essential TEKS and close academic gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I-A, - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The fifth-grade team will utilize their essential TEK tracker to adjust instruction ensuring that students who struggle on specific essential standards are provided intervention to ensure mastery in their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will be targeted through small group intervention and exit tickets to track essential TEKS and close academic gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Students were not showing growth on various essential TEKS. **Root Cause:** Lack of reteaching and progress monitoring of the essential TEKS.

**School Processes & Programs**

**Problem Statement 1:** The Professional Learning Community system was not optimized effectively. **Root Cause:** PLC time should have been utilized more effectively by focusing on modeling and specific reteaching plans.



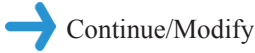

**Problem Statement 3:** Lack of consistent progress monitoring. **Root Cause:** Formative assessments were not administered with fidelity.

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

**Performance Objective 3:** We will increase in 5th, 4th, and 3rd grade reading STAAR by 15% in meets and masters.

**Evaluation Data Sources:** End of module assessments and STAAR Interim.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The leadership team will monitor students' progress through mid and end of modules assessments, exit tickets, STAAR interim and MAP to drive targeted intervention and to reteach until mastery is shown.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will be targeted through small group intervention and exit tickets</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> RTI was not aligned to student TEK needs <b>Root Cause:</b> Data tracker was not implemented with fidelity</p>

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

**Performance Objective 4:** Approximately 70% of our GT students will increase by at least 3 RIT points on MOY MAP.

**Evaluation Data Sources:** MOY Map Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will continuously monitor MAP Data. Students will also have ownership over their MAP data by setting goals and utilizing the data walls in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize MAP data to create small groups</p> <p><b>Strategy's Expected Result/Impact:</b> Meet MAP goal by addressing targeted TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will increase GT students from meets to masters to 15%</p> <p><b>Strategy's Expected Result/Impact:</b> MOY masters scores increase</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<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 4 Problem Statements:**

### Student Learning

**Problem Statement 2:** Students were not showing growth on various essential TEKS. **Root Cause:** Lack of reteaching and progress monitoring of the essential TEKS.

**Problem Statement 3:** Grade levels were not synchronized in lesson delivery. **Root Cause:** Modeling of strategies for essential TEKS not present during PLC's.

**Problem Statement 4:** RTI was not aligned to student TEK needs **Root Cause:** Data tracker was not implemented with fidelity

### School Processes & Programs

**Problem Statement 3:** Lack of consistent progress monitoring. **Root Cause:** Formative assessments were not administered with fidelity.

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

**Performance Objective 5:** There will be a minimum increase of 10% in Academic Achievement on Math and Reading STAAR for our Hispanic student group .

**Evaluation Data Sources:** MAP, STAAR Interim, unit assessments, and benchmark data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data from assessments (formative, summative, and benchmark) to have one-on-one coaching conversations with teachers to make timely adjustments to teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement intervention programs (such as Response to Intervention - RTI) for students who are identified as at-risk using current data to target specific essential skills that have not yet been mastered.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team (academic specialist and interventionist)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Students were not showing growth on various essential TEKS. **Root Cause:** Lack of reteaching and progress monitoring of the essential TEKS.





**Problem Statement 3:** Grade levels were not synchronized in lesson delivery. **Root Cause:** Modeling of strategies for essential TEKS not present during PLC's.

**Problem Statement 4:** RTI was not aligned to student TEK needs **Root Cause:** Data tracker was not implemented with fidelity

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

**Performance Objective 1:** We will grow teacher leaders by offering opportunities for leadership throughout the year and retain 90-100% of our faculty by May 2025.

**Evaluation Data Sources:** End of year turnover rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The leadership team will implement coaching cycles through out the year.</p> <p><b>Strategy's Expected Result/Impact:</b> To establish a strong sense of leadership and commitment among the teaching staff, by offering opportunities for leadership throughout the year, teachers will feel valued and gain experience in leadership roles.</p> <p><b>Staff Responsible for Monitoring:</b> instructional team and administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</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:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Data was not utilized consistently to make decisions on district operation procedures. <b>Root Cause:</b> Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.</p>

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

**Performance Objective 2:** 95% of teachers will report feeling supported and valued in their profession

**Evaluation Data Sources:** Feedback sessions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The leadership team will provide coaching to help teachers grow in their profession.  <b>Strategy's Expected Result/Impact:</b> Teachers will feel supported and valued  <b>Staff Responsible for Monitoring:</b> Administration team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive instructional coaching support and guidance with lesson internalization from ESC-10 Amplify, Eureka and campus coaches.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement the curriculum effectively.  <b>Staff Responsible for Monitoring:</b> Administration team and Interventionist</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4  <b>Funding Sources:</b> - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<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:**





School Processes & Programs
<p><b>Problem Statement 4:</b> Data was not utilized consistently to make decisions on district operation procedures. <b>Root Cause:</b> Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.</p>



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

**Performance Objective 1:** We will achieve a 90% satisfaction rate among students, parents and staff regarding safety as measured in annual climate survey of 24-25.

**Evaluation Data Sources:** Staff, student, and parent climate survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents, staff, and students, will have clear communication and conduct regular guidance on anti-bullying, emergency response protocols, and conflict resolutions skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff, parents, and students, will feel safe on campus.</p> <p><b>Staff Responsible for Monitoring:</b> administration and counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus counselors will have Parent Counselor Corner meetings on topic such as attendance, post secondary education, and student success initiatives throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administration</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> - 211 - Title I-A, - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<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:**





## School Processes & Programs

**Problem Statement 4:** Data was not utilized consistently to make decisions on district operation procedures. **Root Cause:** Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.

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

**Performance Objective 2:** Decrease the number of discretionary referrals for Hispanic students from 10% to 5% by May 2025.

**Evaluation Data Sources:** PEIMS reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PBIS system will be implemented throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of referrals</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Data was not utilized consistently to make decisions on district operation procedures. <b>Root Cause:</b> Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.</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:** By May of 2025 student attendance will increase by 5%.

**Evaluation Data Sources:** Parent Climate Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The attendance committee will meet every 2 weeks with fidelity to go over attendance goals and streamline objectives by contacting parents, using kininvolved, and offering incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> The committee aims to improve attendance rates by streamlining objectives and assessing progress towards goals at each meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and instructional team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent liaison will facilitate community events throughout the year on topic such as financial literacy, attendance, muffins with mom, All Pro Dads, and coffee with the principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</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**

**Problem Statement 2:** The attendance procedures were not communicated clearly. **Root Cause:** There was not a uniform attendance system in all grade levels.





**School Processes & Programs**

**Problem Statement 4:** Data was not utilized consistently to make decisions on district operation procedures. **Root Cause:** Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.

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

**Performance Objective 2:** Increase parent communication in a timely manner from 85.3% to 90%.

**Evaluation Data Sources:** Parent Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leadership team will plan accordingly to implement and communicate community events.</p> <p><b>Strategy's Expected Result/Impact:</b> By offering these meetings in the afternoon, more parents may be able to attend as it can be difficult for parents who work in the mornings.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional team</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</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:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Data was not utilized consistently to make decisions on district operation procedures. <b>Root Cause:</b> Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.</p>

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

**Performance Objective 1:** We will achieve 95% completion for all operational procedures and processes.

**Evaluation Data Sources:** Attendance Data, Peims Data, and Safety Protocol reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will document current outcomes to analyze progress over time such as attendance reports, PEIMS data, teacher retention and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Data was not utilized consistently to make decisions on district operation procedures. <b>Root Cause:</b> Inconsistent review of attendance reports, PEIMS data, teacher retention and student growth.</p>

# State Compensatory

## Budget for Keyes Elementary School

**Total SCE Funds:** \$29,120.00

**Total FTEs Funded by SCE:** 1

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

With additional personnel in the classroom they can reinforce lessons taught by the lead teacher, offering additional explanations, guided practice, and hands-on activities. This supplemental instruction can help students be successful.

## Personnel for Keyes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Odila Quintero	Paraprofessional	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ailicec Diaz	K-2 Interventionist		
Gisela Rivera	3-5 Interventionist		
Maria Martinez	Parent Liaison		

# 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