

Irving Independent School District
Brown Elementary School
2024-2025 Campus Improvement Plan



Otis Brown Elementary School
IRVING, TEXAS

Mission Statement

The mission of Otis Brown Elementary School is to foster holistic student development and academic success for all students every day through caring teachers meeting student needs.

Vision

To provide opportunities to build hope, engagement, and academic readiness in all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Otis Brown Elementary is a PreK-5 Texas Public School in Irving, TX that currently serves approximately 900 students. Brown is a neighborhood school with a tradition of families attending the campus for multiple generations. Our school opened its doors to the community in 1954 and has served students in Irving for 70 years.

Other than our PreK-4 classes, which have qualifications that need to be met, the campus is open enrollment for students who meet the age requirements.

Otis Brown Elementary has a dedicated group of 100 staff members who believe in growing students holistically, that is academically, emotionally, and socially. Each staff member, no matter their role, knows how they impact student growth and development.

As a nurturing staff, we believe in reaching the hearts of our students first so that they are ready and eager to be engaged in learning and use Capturing Kids Hearts strategies. All students start each school day with a "Family Meeting" where social-emotional learning is reinforced. In addition, while engaged in content areas throughout the day, students are encouraged to participate in leadership roles. Students get to explore their strengths in a nurturing and caring manner that is dedicated to our instructional priorities.

Demographics Strengths

Otis Brown Elementary has a diverse student body, Hispanic-Latino 86.43%, American Indian - Alaskan Native/Asian 2.28%, White 6%, Black - African American 4%, Two-or-More Races 1.15%

According to the Texas Academic Performance Report (TAPR), Otis Brown has a student mobility rate of 14.5%. This is a lower rate than both the district at 14.5%, and the state at 15.4%. This pattern can also be seen in the mobility rate of our special populations, including Special Education (14.5%, 14.8%, 18.6%), Emergent Bilingual (14.1%, 15.1%, 17.1%), and Economically Disadvantaged (13.7%, 15.3%, 18.7%). A districtwide curriculum and scope and sequence is implemented to support in district mobility. A dedicated newcomer support staff member provides language support to students coming from Spanish-speaking countries.

For attendance, last year Otis Brown was at 95.1%. This year Brown has established an Attendance Committee that meets once a month to plan for ways to improve attendance school-wide. The top three grade levels are shared on announcements each week, all grade-level percentages are posted in the cafeteria, and the Attendance Challenge was implemented, which allows classes to earn different rewards have a certain number of days with perfect attendance. Grade-level attendance challenges were implemented and teachers/staff received a "pie in the face" for any grade level that met their 97% attendance goal for the week. Absences and Tardies are discussed during MTSS meetings, where plans are put in place to contact parents, create individual incentive plans, and schedule home visits if needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). **Root Cause:** Students' attendance has negatively impacted academic achievement.

Problem Statement 2 (Prioritized): Our English Learners population only had 64% pass rate on all STAAR exams in 2023. **Root Cause:** We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

Problem Statement 3 (Prioritized): Our Special Education population only had a 23% pass rate on all STAAR exams in 2023. **Root Cause:** We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

Problem Statement 4: The percentage of office referrals for Kindergarten students was significantly higher than for other grade levels. **Root Cause:** Teachers have a lack of understanding of the campus behavior plan and how to implement individualized behavior plans for students.

Student Learning

Student Learning Summary

Otis Brown Elem. has shown growth each year as reported by the STAAR growth. Our school met all targets related to Student Growth and ELP status. Our 2024-25 preliminary STAAR performance is as follows:

2023-24 Student Achievement STAAR Performance: Approaches: 31%, Meets: 11%, Masters: 4%

ELA: 69%, Mathematics: 71%, Science: 50%

School Progress: Economically Disadvantaged: 99.7%, STAAR Performance: 66%

Closing the Gaps: Closing the Gaps Score: 83 points

Student Learning Strengths

- Brown Elementary has shown progress compared to 22-23 school year.
- Our overall Meets and Masters percentages for Reading, Math and Science went from 30% to 34%.
- Students make consistent progress due to interventions and strategic planning from teachers to target interventions and goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students scored lower overall in Reading than in Math on the STAAR assessment. **Root Cause:** Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.

Problem Statement 2 (Prioritized): Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY. **Root Cause:** Teachers lack training to understand how to implement their literacy lessons effectively.

Problem Statement 3: Students scored considerably lower in Science (50%) than in Reading (69%) or Math (71%). **Root Cause:** Teachers lack training in how to implement small group instruction to close gaps within the instructional block.

Problem Statement 4: Bilingual Pre-K students underperformed Monolingual students in early literacy skills. **Root Cause:** Teachers lack understanding for tracking student progress.

School Processes & Programs

School Processes & Programs Summary

At Otis Brown, we focus on the growth of our students and teachers through both of our programs and processes. We focus on teaching and learning by supporting individual coaching, Professional Learning Communities, and putting instructional best practices in place (School Instructional Non-Negotiables). We create and provide targeted trainings in the area of data-driven instruction, guided reading, and guided math groups. Feedback and support are provided as a result of the ongoing analysis to increase student achievement. This year, Brown will begin implementing the Texas Education Agency (TEA) recommended Eureka and Amplify curriculums for Math and Reading Language Arts respectively.

Our campus targets developing talent from within. We have developed a framework that outlines responsibilities so that everyone knows their role and is able to fulfill it. These roles and responsibilities are shared with the entire staff for clarity and transparency. Other programs and processes in place at our campus include, but are not limited to: recruiting practices (new teacher mentors and monthly support meetings), student programs, Science Technology Engineering Arts and Math (STEAM), Social Emotional Learning (SEL), classroom management, and a focus on school conditions/planning.

School Processes & Programs Strengths

At Otis Brown Elementary the growth and development of our educators is our cornerstone.

- We foster and coach our educators on campus non-negotiables (Alignment, DOL, exit ticket, Aggressive Monitoring, DDI).
- Calendars are designed to practice, implement, and observe best practices in action. Educators participate every week in PLC teams focused on identifying essential standards, common assessments, data-driven instruction, and small group instruction designed to grow each student and allowing teachers and staff to work collaboratively to meet various needs of students and increase student achievement.
- We are committed to developing instructional leaders. We expose teachers to different programs based on their goals and professional plans. This includes one-on-one mentoring, increasing teacher participation in developing professional development, and leadership opportunities across the campus. Teachers serve as grade-level chairs, campus ambassadors, and mentors to other staff members.
- We focus on school conditions and scheduling across the campus. Our campus leadership team works closely with team leads to create a master schedule that accounts for all required content minutes. Tier 1 instruction time (60 minutes per content area) is a protected time where students cannot be pulled for additional services. We also prioritize teacher planning time. Teachers receive 55 minutes per day for planning with 50 minutes per week being dedicated to PLC. Brown Elementary also supports student learning by providing before/after school tutoring in grades K-5. Teachers are compensated for tutoring before/after school if they choose to.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student foundational skills are lacking or not present and limits student learning and growth across Reading standards. **Root Cause:** Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Problem Statement 2 (Prioritized): Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math. **Root Cause:** Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Problem Statement 3: Students who start the year needing Tier 3 instruction are not making adequate progress to close gaps. **Root Cause:** Teachers lack an understanding of how to provide differentiated, targeted small-group instruction in the allotted time.

Perceptions

Perceptions Summary

At Brown Elementary, our mission is to support our community and create a holistic learning environment that supports Social Emotional Development and Academic Success and Excellence for all students. We support this mission by continuously reflecting on our practices and looking for opportunities for growth. Our goal is to engage all stakeholders including students, families, staff, and community members to ensure we provide the best possible learning experience for our students to set them up for future success.

Perceptions Strengths

We work to foster student social-emotional well-being through school-wide implementation of Capturing Kids Hearts (CKH) strategies. In addition, we believe in building strong relationships with our families and community. We achieve this through our Parent Center, which hosts parent events, volunteer opportunities, and parenting programs. Moreover, we partner with community members to offer parent programs in different areas such as health, financial literacy, and safety. In the 23-24 school year, we awarded the first "Brown Bear Strong" Scholarship through Irving Schools Foundation (ISF) to honor a graduating high school senior who attended Brown Elementary as a student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are not always aware of school events and opportunities for students and families. **Root Cause:** We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

Problem Statement 2: Only 5% of parents regularly volunteer at the campus. **Root Cause:** Parents are not aware of the campus needs and how to get involved.

Priority Problem Statements

Problem Statement 1: Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY.

Root Cause 1: Teachers lack training to understand how to implement their literacy lessons effectively.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our English Learners population only had 64% pass rate on all STAAR exams in 2023.

Root Cause 2: We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students scored lower overall in Reading than in Math on the STAAR assessment.

Root Cause 3: Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.

Root Cause 4: Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%).

Root Cause 5: Students' attendance has negatively impacted academic achievement.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our Special Education population only had a 23% pass rate on all STAAR exams in 2023.

Root Cause 6: We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.

Root Cause 7: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents are not always aware of school events and opportunities for students and families.

Root Cause 8: We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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 the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.





Performance Objective 1: Increase the percentage of PK students who are Proficient in all five (English and Spanish combined) Circle indicators by at least 10% by May 2025. Indicators: Rapid Letter, Rapid Vocabulary, Math, Social Emotional, Early Writing Skills.

High Priority

HB3 Goal

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with students daily using a pre emergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase their English/Spanish proficiency by practicing their reading skills daily in Pre-K Guided Reading groups.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will track Circle data and use the information to provide targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase their letter/sound knowledge by at least 5-10 letters by MOY and EOY.</p> <p>Staff Responsible for Monitoring: Administration Team and Academic Specialist, Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across Reading standards. Root Cause: Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.</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 2: Increase the percentage of PK students who are proficient on Phonological Awareness in the Circle assessment from 75% to 85% by May 2025.

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with students daily using a pre emergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase their Phonological Awareness by practicing their reading skills daily in Pre-K Guided Reading groups.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will track Phonological Awareness data and use the information to provide targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase their letter/sound knowledge by at least 5-10 letters by MOY and EOY.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across Reading standards. **Root Cause:** Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

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: Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Reading from 21% to 31%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All Teachers will conduct guided reading lessons in small groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increase reading and fluency comprehension. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver effective Reading instruction (Tier 1) by addressing all components of the reading block daily. Strategy's Expected Result/Impact: Increased reading levels and comprehension as seen in students' MAP scores. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers will be provided a mentor and or coach and will attend New Teacher Monday professional development every month.</p> <p>Strategy's Expected Result/Impact: Ensure implementation of campus instructional non negotiable best practices.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 3 Problem Statements:

Demographics
<p>Problem Statement 1: Otis Brown Elementary' s rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Root Cause: Students' attendance has negatively impacted academic achievement.</p>
Student Learning
<p>Problem Statement 1: Students scored lower overall in Reading than in Math on the STAAR assessment. Root Cause: Students scored lower overall in RLA due to the increased use of technology-based instruction an less writing application.</p>
School Processes & Programs
<p>Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across Reading standards. Root Cause: Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.</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: Increase the percentage of students who meet or exceed grade expectations on Reading MClass growth by 10%.

Kinder -1st from 53% to 63% by May 2024.

2nd from 57% to 67% by May 2024.





High Priority

HB3 Goal

Evaluation Data Sources: MClass data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize MClass monitoring to ensure student academic growth and modify lessons as needed. Strategy's Expected Result/Impact: Reading proficiency will increase due to targeted interventions and lessons. Staff Responsible for Monitoring: Teachers, Paraprofessionals.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will adhere to the district aligned RLA curriculum (Amplify) for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase their Reading Proficiency by at least 5-10 points in their MClass MOY and EOY assessment.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 2: Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY. Root Cause: Teachers lack training to understand how to implement their literacy lessons effectively.</p>
School Processes & Programs
<p>Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across Reading standards. Root Cause: Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.</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 5: Increase the percentage of K-2 students who meet or exceed expected growth on Math MAP from 52% to 62% by May 2025.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small Math-groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increased MAP Scores Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional team and Admin. team will track student growth MAP MATH performance for Emergent Bilingual Students and set goals accordingly. Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year. Staff Responsible for Monitoring: Administration Team and Instructional Team.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)</p> <p>Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.</p> <p>Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Root Cause: Students' attendance has negatively impacted academic achievement.</p>
School Processes & Programs
<p>Problem Statement 2: Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math. Root Cause: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.</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 6: Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Math from 20% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small Math-groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increased MAP and STAAR scores. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional team and Admin. team will track student growth MAP MATH performance for Hispanic and White Students and set goals accordingly. Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year. Staff Responsible for Monitoring: Administration Team and Instructional Team.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)</p> <p>Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.</p> <p>Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Root Cause: Students' attendance has negatively impacted academic achievement.</p>
<p>Problem Statement 2: Our English Learners population only had 64% pass rate on all STAAR exams in 2023. Root Cause: We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.</p>
Student Learning
<p>Problem Statement 1: Students scored lower overall in Reading than in Math on the STAAR assessment. Root Cause: Students scored lower overall in RLA due to the increased use of technology-based instruction an less writing application.</p>
School Processes & Programs
<p>Problem Statement 2: Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math. Root Cause: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.</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 7: Increase the percentage of 3-5 students who MEET exceed expected growth on MATH MAP from 67% to 77% by May 2024.

High Priority

Evaluation Data Sources: Math MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small Math-groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increased MAP and STAAR scores. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional team and Admin. team will track student growth MAP MATH performance for Hispanic and White Students and set goals accordingly. Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year. Staff Responsible for Monitoring: Administration Team and Instructional Team.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)</p> <p>Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.</p> <p>Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Root Cause: Students' attendance has negatively impacted academic achievement.</p>
<p>Problem Statement 2: Our English Learners population only had 64% pass rate on all STAAR exams in 2023. Root Cause: We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.</p>
Student Learning
<p>Problem Statement 1: Students scored lower overall in Reading than in Math on the STAAR assessment. Root Cause: Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.</p>
School Processes & Programs
<p>Problem Statement 2: Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math. Root Cause: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.</p>

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





Performance Objective 1: A teacher committee will be selected that includes teachers in the grade level, leadership team members and administrators as a part of the interview process. Brown will increase teacher retention by 10%.

Evaluation Data Sources: Yearly teacher retention rate, Teacher culture/climate calendar and survey

Strategy 1 Details	Reviews			
Strategy 1: Leadership will attend district-wide recruiting events to promote and find the most dedicated teachers. Strategy's Expected Result/Impact: Hire highly qualified educators Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Brown will create and maintain a culture and climate calendar to promote positive climate and promote positive culture/environment to retain staff. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: All new teachers will be assigned a mentor and will be coached by the Instructional or Administration Team. Strategy's Expected Result/Impact: Teachers will implement district and campus instructional non negotiables. Staff Responsible for Monitoring: Administration and Instructional team. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 9.6% to 5% by May 2025.





Strategy 1 Details	Reviews			
<p>Strategy 1: The Student Culture Team will implement six-weeks awards to recognize and reward the classes in each grade level with the highest percentage of attendance.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Root Cause: Students' attendance has negatively impacted academic achievement.</p>

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

Performance Objective 2: Decrease the percentage of in and out-of-school suspensions for white students that are disproportionately referred for disciplinary action from 16.7% to 10% by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on the Campus Discipline Plan and reinforce its use to decrease unnecessary referrals. Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Our Special Education population only had a 23% pass rate on all STAAR exams in 2023. Root Cause: We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.





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

Performance Objective 1: The parent and Family Engagement Coordinator for the campus will increase parent involvement by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: Volunteer hour logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Engagement Coordinator will attend all family events to support parents and recruit new volunteers. Strategy's Expected Result/Impact: Increased the number of volunteer. Staff Responsible for Monitoring: Administration Team, Parent Liaison</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Class Dojo, Kininvolved, School Messenger, and the Marquee will be used to communicate important campus and district information with parents. Strategy's Expected Result/Impact: Increased 2-way parent communication/involvement Staff Responsible for Monitoring: Principal/Assistant Principals</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents are not always aware of school events and opportunities for students and families. **Root Cause:** We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

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

Performance Objective 2: The school will have at least one parent involvement activity per month (parent classes, All Pro Dads events, Family events (Grandparents day, Donuts with Dads, Muffins with Mom), Learning nights (literacy & math) and grade level performances).





High Priority

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

Performance Objective 1: Teacher committees will be formed to provide input on campus decisions and initiatives. Each teacher will participate in an academic and school wide committee. One teacher from each team will participate in the campus team leadership committee.

High Priority

Evaluation Data Sources: Agendas, Brown Meeting Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership will meet with committees monthly to seek input, provide clarity, and create a plan for campus academic and school-wide events.</p> <p>Strategy's Expected Result/Impact: Increase teacher voice and transparency for building decisions</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Admin will conduct feedback surveys each semester seeking feedback, areas of celebration, and opportunities for the campus.</p> <p>Strategy's Expected Result/Impact: Increased staff voice</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals</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>				

State Compensatory

Budget for Brown Elementary School

Total SCE Funds: \$60,000.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Staffing of a general educational aide and a part time tutor whose duties include small group intervention and social-emotional support during the school day. Supplies to support small group instruction.

Personnel for Brown Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hilary Coon	Academic Specialist	1
Jessica Kuo	Interventionist	1
Maricamen Mancillas	Parent Liaison	1

Title I

1.1: Comprehensive Needs Assessment

The CNA was discussed with the CIC committee members.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Plan for 2024-25 CIP discussed with CIC members; committee was agreeable on plans and appreciated work put in to ensure student learning and success.

2.2: Regular monitoring and revision

Data was shared with CIC members, members provided suggestions and will bring additional ideas to our next meeting.

2.4: Opportunities for all children to meet State standards

MTSS plan has been developed and presented to staff. Student data has been reviewed and students are currently receiving services in small group based on their Tiers.

2.5: Increased learning time and well-rounded education

All student data has been reviewed and students are receiving services based on needs and Tiers.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent Engagement rubrics were collected and filed with Title 1 folders and was collected by State/Fed department.

4.2: Offer flexible number of parent involvement meetings

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alina Karam	Interventionist	Interventionist	1.0
Hilary Coon	Academic Specialist	Academic Specialist	1.0
Jessica Kuo	Interventionist	Interventionist	1.0
Maria Mancillas	Parent Liaison	Parent Liaison	1.0

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
1	7	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

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

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

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