

Irving Independent School District
John Haley Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The fundamental purpose of John Haley Elementary is to ensure that all students learn at high levels to reach their full potential.

Vision

John Haley Elementary will be a leading example of how to transform students into productive thinkers and successful citizens.

Core Beliefs

John Haley Collective Commitments

1. Create a safe and positive learning environment that fosters a sense of community
2. Study and implement the curriculum with fidelity while fostering a productive learning environment
3. Collaborate with our colleagues, parents, and students to create a community of learners
4. Analyze assessment data to drive instruction and achieve high levels of students growth
5. Empower and motivate students to set and achieve individual goals
6. Strengthen our craft through professional development including coaching, learning walks, and feedback
7. Balance our personal and professional lives to maintain a positive school climate

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.	25
Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.	28
Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.	32
Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.	33
Title I Personnel	34
Campus Funding Summary	35
Policies, Procedures, and Requirements	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

The population at John Haley Elementary is composed 781 of diverse students.

The ethnic groups represented are as follows:

Hispanic 91.91%

American Indian - Alaskan Native- 0.29%

Asian- 0.87%

Black - African American-1.73%

Native Hawaiian - Pacific Islander-0.14%

White-5.06%

Two-or-More-0.0%

SpEd-10.40%

Overall, 89.02% of our students are at-risk.

Our mobility rate is 15.91%. The majority of students come and go from within the district. Some students come from out of state or country. Students who move and need to live with other families or whose parents do not have a place of their own are offered support through our Project Pass program in the district.

During the 23-24 school year there have been 258 reported referrals which resulted in 22 days of out-of-school suspension and 33.5 full days of in-school suspension. We analyzed the data and found the following behavior referral trends: Inappropriate contact, Violation of student code of conduct, which have resulted in In-school suspensions for the students involved. The severe behavior referrals that resulted in out of school suspension and/or DAEP were Inappropriate contact and assaults on a student. Severe behavior interrupts our daily learning as well as the mental health and safety of our staff and students. It also affects the morale of our school.

John Haley is the second highest attended school in the district with 96.1% attendance rate. Over the last 3 years, attendance has been negatively impacted by Covid-19. As a campus, we have attendance incentives every six weeks to promote attendance. At the end of the year, students are honored who have high/perfect attendance. Our campus attendance committee along with our teachers monitor attendance and flag any trends or issues being observed. The campus committee will make parent phone calls, have parent conferences and make home visits to support the attendance initiative at John Haley.

Demographics Strengths

- Special programs are aligned with the desires of our students and with the philosophy and beliefs of our teachers and administrators.
- John Haley is the second highest attended school in the district with 96.1% attendance rate.
- Small turnover in staff
- The race/ethnicity of staff is relative to the student body population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Root Cause: Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Problem Statement 2 (Prioritized): Severe student behaviors interrupts our daily learning instruction.

Root Cause: Teachers need more specific training on AU and ED student behaviors and how to use restorative practices with students who repetitively do not follow the rules.

Problem Statement 3 (Prioritized): We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Root Cause: Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Problem Statement 4: Severe behavior affects mental health of our staff and students.

Root Cause: Teachers need additional training on managing the behaviors and utilizing self regulation skills with students.

Student Learning

Student Learning Summary

For the 23-24 school year John Haley had an **overall STAAR** score for grades 3-5 for all content areas of:

Approaches- 56%; Meets- 27%; Masters- 11%

Reading:

Approaches: 58%; Meets- 26%; Masters-7%

Math:

Approaches: 55%; Meets- 25%; Masters-6%

Science:

Approaches: 47%; Meets- 14%; Masters-8%

For the 23-24 school year John Haley had an **overall MAP** Math score for grades K-5 on or above grade level of:

Kinder- 33%

1st- 28%

2nd- 17%

3rd- 16%

4th- 26%

5th- 27%

For the 23-24 school year John Haley had an **overall M-Class** Reading score for grades K-2 on or above grade level of:

Kinder- 62%

1st- 56%

2nd- 52%

Student Learning Strengths

At John Haley students strengths is reading:

Overall- All tests

Years	Overall Approaches	Overall Meets	Overall Masters
2021-2022	58%	28%	12%
2022-2023	56%	26%	7%

2023-2024 57% 26% 7%

Reading:

Years	Overall Approaches	Overall Meets	Overall Masters
2021-2022	64%	38%	12%
2022-2023	57%	29%	9%

2023-2024 58% 26% 7%

MATH:

2022-2023 55% 23% 4%

2023-2024 55% 25% 7%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students' math achievement has declined as demonstrated on MAP and STAAR scores.
Root Cause: Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

Problem Statement 2 (Prioritized): Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.
Root Cause: Students are not receiving strong phonics instruction which impacts reading comprehension.

Problem Statement 3 (Prioritized): Students are not setting, tracking, and working towards their individual goals .
Root Cause: Teachers have a lack of understanding in reading and using data to set student individual goal.

Problem Statement 4 (Prioritized): Special Education students continue to score significantly below other student groups in reading, math, and science.

Root Cause: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Problem Statement 5 (Prioritized): The students in the white subgroup did not meet STAAR accountability.

Root Cause: Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

School Processes & Programs

School Processes & Programs Summary

- When needing to fill a staff position, teacher teams are consulted and help determine the strengths needed in the new hire. Teachers are a part of the interview team and contribute specific questions based on the needs of the team/campus. Interview teams consisted of the same people for all candidates for a specific position for equity. Campus instructional leaders consider the needs of the campus, the team, and the students when hiring. Candidates do a panel interview with teacher teams and sometimes a second interview is held with more specific data/lesson presentation/data tasks.
- Roles and responsibilities are clearly defined for instructional leaders. Team leaders meet monthly with instructional and support staff to collect information, address issues, and disseminate information back to their teams. Meeting dates are provided and scheduled on the John Haley shared calendar at the beginning of the school year for the entire year.
- In the creation of the CIP, campus leadership teams were part of the collaborative process of identifying and defining John Haley and the needs of the campus. Teacher teams were also a part of the goal setting process for student achievement. Each teacher then set classroom goals based on the overall campus goals the specific data for students in their classroom.
- For progress monitoring, teachers met weekly to determine essential standards being tested/monitored, create lessons, model lessons, and discuss data from the previous week to make instructional adjustments. Progress is tracked in a weekly data folder and shared with all stakeholders.
- After reviewing data on campus/district/state assessments, trends are identified with teacher teams. Based on the data from this year, our professional development will focus on short constructed responses and using the ELPS to target our second language learners.
- A master calendar is established to maximize instruction time. Tier 1 instruction is a protected time where no students can be pulled. An intervention/enrichment block is established for additional support staff to support teachers and students in the grade level to help close gaps. Weekly data meetings are established for stakeholders to review data and make adjustments to instruction.

School Processes & Programs Strengths

- Clear processes in place for recruiting/hiring highly qualified staff
- Roles and responsibilities are clearly defined for instructional leaders
- Stakeholders are a collaborative part of decision making process on campus
- Processes are in place to review/analyze and respond to data and student/campus instructional needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Root Cause: Teachers scaffolding instruction several grade levels during TIER 1.

Problem Statement 2 (Prioritized): Exit tickets are not being used to identify student misconceptions.

Root Cause: Teachers are not using a collaborative modeling process to identify and address common misconceptions.

Problem Statement 3: At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

Root Cause: When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.

Perceptions

Perceptions Summary

The fundamental purpose of John Haley Elementary is to ensure that ALL students learn at high-levels to reach their full potential.

John Haley will grow to be a leading example of transforming and supporting students into productive thinkers and successful citizens. At this time, John Haley does not have a community partnership, but we were able to get some donations.

In addition, we provide family engagement activities such as Math, Literacy, and Science Nights, Multicultural night, TOP Dog, Coffee with the Principal, monthly lunch with students, and Parent Volunteering to work collaboratively with parents while fostering an environment of achievement and learning.

Perceptions Strengths

As evident by data collected through surveys, needs assessments, as well as community input opportunities, John Haley has an overall positive perception among the community.

In addition, we believe in greeting students at the door every day. We believe in fostering connections with our students and community. Our faculty believes in creating an inclusive environment where we foster engagement, hope, and academic success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

Root Cause: We have not provided parents with a variety of outlets to provide feedback.

Problem Statement 2 (Prioritized): We don't have community partnerships

Root Cause: Businesses continue to endure ongoing financial hardships due to COVID.

Priority Problem Statements

Problem Statement 1: Students are not setting, tracking, and working towards their individual goals .

Root Cause 1: Teachers have a lack of understanding in reading and using data to set student individual goal.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Root Cause 2: Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Root Cause 3: Teachers scaffolding instruction several grade levels during TIER 1.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Exit tickets are not being used to identify student misconceptions.

Root Cause 4: Teachers are not using a collaborative modeling process to identify and address common misconceptions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We don't have community partnerships

Root Cause 5: Businesses continue to endure ongoing financial hardships due to COVID.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Root Cause 6: Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Root Cause 7: Students are not receiving strong phonics instruction which impacts reading comprehension.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Severe student behaviors interrupts our daily learning instruction.

Root Cause 8: Teachers need more specific training on AU and ED student behaviors and how to use restorative practices with students who repetitively do not follow the rules.

Problem Statement 8 Areas: Demographics

Problem Statement 9: We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Root Cause 9: Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Special Education students continue to score significantly below other student groups in reading, math, and science.

Root Cause 10: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The students in the white subgroup did not meet STAAR accountability.

Root Cause 11: Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

Root Cause 12: We have not provided parents with a variety of outlets to provide feedback.

Problem Statement 12 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

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

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- 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 -2nd grade students who score at grade level or above.

Pre-K: Increase the percentage of Pre-K students who are proficient on all 5 Circle test indicators by at least 10%

Kindergarten: 57% of students will score at or above grade level EOY MCLASS




1st grade: 64% of students will score at or above grade level EOY MCLASS








2nd grade: 58% of students will score at or above grade level EOY MCLASS

High Priority

HB3 Goal

Evaluation Data Sources: Circle Data/ MClass (DIBELS/IDEL/)/ CORE and campus common formative assessments. Circle Test Indicators include: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing Skills.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and support staff will use Circle, MCLASS and CORE data to ensure targeted reading lessons are being delivered to each student during small groups.</p> <p>Strategy's Expected Result/Impact: This prescriptive instruction will ensure that students grow exponentially to meet their individual growth goals. RTI plans, MTSS goals/individual goals, tutoring</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Academic Specialist, Interventionist, Paraprofessionals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will follow the district's state-standard aligned Prek-2nd grade curriculum for Tier I instruction. Strategy's Expected Result/Impact: Students scores will increase as well as campus assessments and District Common Assessments Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I-A		Formative			Summative
		Nov	Feb	Apr	July
		 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:




Student Learning
Problem Statement 2: Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores. Root Cause: Students are not receiving strong phonics instruction which impacts reading comprehension.
Problem Statement 3: Students are not setting, tracking, and working towards their individual goals . Root Cause: Teachers have a lack of understanding in reading and using data to set student individual goal.
School Processes & Programs
Problem Statement 1: Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom. Root Cause: Teachers scaffolding instruction several grade levels during TIER 1.




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 K -5th grade students who score at grade level or above in MAP Math assessment. This will foster foundational and strong math skills for all students.

- Kindergarten: 35% will score above the 60th percentile on EOY MAP.
1st grade: 35% will score above the 60th percentile on EOY MAP
2nd grade: 30% will score above the 60th percentile on EOY MAP
3rd grade: 22% will score above the 60th percentile on EOY MAP
4th grade: 20% will score above the 60th percentile on EOY MAP
5th grade: 30% will score above the 60th percentile on EOY MAP

High Priority
Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use small group to work on learning gaps with students at least 3 times per week. Strategy's Expected Result/Impact: Student MAP scores will increase as well as Math campus assessments, District Common Assessments and STAAR Staff Responsible for Monitoring: Teachers, Specialists and Support, and Administration 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, 3 Funding Sources: Tutoring - 211 - Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will follow the district's state-standard aligned K-5th grade curriculum for Tier I instruction. Strategy's Expected Result/Impact: Students scores will increase on campus assessments, District Common Assessments, MAP and STAAR. Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Supplies for the classroom - 199 - General Funds - \$1,000		Formative			Summative
		Nov	Feb	Apr	July
		 Some Progress	 Some Progress	 Some Progress	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue




Performance Objective 2 Problem Statements:











Student Learning
Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. Root Cause: Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
Problem Statement 3: Students are not setting, tracking, and working towards their individual goals . Root Cause: Teachers have a lack of understanding in reading and using data to set student individual goal.

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 grade students scoring at MEETS or above on STAAR Reading from 26 % to 32 % by May 2025.

High Priority
Evaluation Data Sources: STAAR and District DCA data

Strategy 1 Details		Reviews			
Strategy 1: All instructional staff will use MAP and STAAR data to develop individual and grade level goals. Strategy's Expected Result/Impact: Student mastery of reading concepts will increase because of the student focus using essential TEKS. Students will have individual folders to monitor their data. Teachers will use the data trackers to monitor students growth . Staff Responsible for Monitoring: Teachers, administration, instructional support Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Tutoring - 211 - Title I-A - \$2,000		Formative			Summative
		Nov	Feb	Apr	July
		 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
Strategy 2: All instructional staff will develop and guide students to set goals for reading levels, state, and district assessments. Strategy's Expected Result/Impact: Students will have individual folders to track their progress. Teachers will ensure that students are moving as they should by tracking their progress in their data trackers every six weeks. Staff Responsible for Monitoring: Teachers, administration 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, 3 Funding Sources: Tutoring - 211 - Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	
Strategy 3 Details	Reviews			
Strategy 3: K-5th grade teachers will attend The Literacy Triangle to apply writing strategies to increase ECR. Strategy's Expected Result/Impact: Student will increase their writing skills and would be measured using unit assessments and incorporating more writing stations . Staff Responsible for Monitoring: Teachers, administration, instructional support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 3 - Student Learning 2, 5 Funding Sources: - 199 - General Funds: SCE - \$11,000	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition. Root Cause: Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Student Learning

Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. **Root Cause:** Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

Problem Statement 2: Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores. **Root Cause:** Students are not receiving strong phonics instruction which impacts reading comprehension.




Problem Statement 3: Students are not setting, tracking, and working towards their individual goals . **Root Cause:** Teachers have a lack of understanding in reading and using data to set student individual goal.




Problem Statement 5: The students in the white subgroup did not meet STAAR accountability. **Root Cause:** Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.





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 3rd-5th grade students scoring at MEETS or above on STAAR Math from 25 % to 30 % by May 2025.

High Priority
Evaluation Data Sources: DCA and Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills. Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers. Staff Responsible for Monitoring: Teachers, administration, instructional support 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, 3 Funding Sources: Tutoring - 211 - Title I-A - \$1,000, IXL Program - 199 - General Funds: SCE - \$2,500	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals. Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers. Staff Responsible for Monitoring: Teachers, administration 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, 3		Formative			Summative
		Nov	Feb	Apr	July
		 Some Progress	 Some Progress	 Some Progress	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue











Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. Root Cause: Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
Problem Statement 3: Students are not setting, tracking, and working towards their individual goals . Root Cause: Teachers have a lack of understanding in reading and using data to set student individual goal.

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

Performance Objective 1: Create a learning organization supported by 100% innovative and engaged staff who use relevant, real-world applications to develop critical thinking, problem solving skills, and a lifelong love of learning;

Evaluation Data Sources: Attendance sheets-Professional development

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in high-quality professional development in core subject areas such as Math, Reading and Science. All K-5 grade teachers will participate from the Literacy Triangle training. Strategy's Expected Result/Impact: By teachers attending high-quality professional development in core subject areas such as Math, Reading and Science. will help them grow students in MAP and STAAR. Staff Responsible for Monitoring: campus administrators, Classroom teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 3 Funding Sources: The Literacy Triangle - 211 - Title I-A - \$11,000	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	
Strategy 2 Details	Reviews			
Strategy 2: Weekly coaching and guidance from Amplify, Eureka, and campus coaches will provide teachers support with lesson internalization and check points for students' learning. Strategy's Expected Result/Impact: Students engagement and comprehension improvement is noted on end of unit formative assessments and MAP. Staff Responsible for Monitoring: Admin and Leadership Team Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition. Root Cause: Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
Student Learning
Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. Root Cause: Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

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

Performance Objective 2: 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. John Haley 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: 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: Admin, teacher committee Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 1: John Haley will promote Positive Behavior Interventions and Supports in order to decrease the number of office referrals to ensure that all students are receiving a well-rounded education.

Evaluation Data Sources: John Haley will decrease the number of student office referrals by 10% for the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Common procedures in the classroom. Classroom Management Strategy's Expected Result/Impact: Better classroom management and having common procedures between partner teachers. Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with MTSS - Tiered behavior checklist and interventions. Meet with teachers to gather information and help them implement behavior interventions and strategies. Strategy's Expected Result/Impact: Decrease the number of office referrals and absences by 10%. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				











Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Severe student behaviors interrupts our daily learning instruction. Root Cause: Teachers need more specific training on AU and ED student behaviors and how to use restorative practices with students who repetitively do not follow the rules.

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 all students by 10%.

Evaluation Data Sources: We will be monitoring the referrals data.

Strategy 1 Details	Reviews			
Strategy 1: Counselors will provide a guidance lesson on anti-bullying behavior each semester. Strategy's Expected Result/Impact: Decrease the number of discretionary referrals. Title I: 2.4	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: PK-5th grade teachers will be provided training on restorative practices and self-regulation skills to students to how to deescalate behaviors. Strategy's Expected Result/Impact: Decrease the number of office referral's by 10%. Title I: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 4	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Severe student behaviors interrupts our daily learning instruction. Root Cause: Teachers need more specific training on AU and ED student behaviors and how to use restorative practices with students who repetitively do not follow the rules.











Student Learning

Problem Statement 4: Special Education students continue to score significantly below other student groups in reading, math, and science. **Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

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

Performance Objective 1: Increase parental involvement by 5% so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Sources: Sign in sheets, parent participating in meetings

Strategy 1 Details	Reviews			
Strategy 1: Conduct parent climate survey at least once a year and increase response rate by 10%. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Parent Liaison, Admin Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I-A	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Implement a parents and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving the parents and the teachers about student academic learning and other school activities throughout trainings, the PTO, Curriculum Nights, etc. Strategy's Expected Result/Impact: parent participation in school activities, sign in sheets Staff Responsible for Monitoring: Parent Liaison, Administration, teachers, counselor Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress	 Some Progress	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ezella Guyton-Causey	Interventionist		
Sandy Maldonado	Interventionist		

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies for the classroom		\$1,000.00
4	1	2	Materials		\$1,000.00
Sub-Total					\$2,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$11,000.00
1	4	1	IXL Program		\$2,500.00
Sub-Total					\$13,500.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$2,000.00
1	1	2			\$0.00
1	2	1	Tutoring		\$2,000.00
1	3	1	Tutoring		\$2,000.00
1	3	2	Tutoring		\$2,000.00
1	4	1	Tutoring		\$1,000.00
2	1	1	The Literacy Triangle		\$11,000.00
4	1	1			\$0.00
Sub-Total					\$20,000.00

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