

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



Mission Statement

At A.S. Johnston, we empower and encourage success by ensuring learning for all students.

Vision

Johnston Elementary will be the premier school for empowering unique and diverse learners for a bright future.

Value Statement

Collective Commitments

1.

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Comprehensive Needs Assessment

Revised/Approved: July 25, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

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

- Improvement Planning Data
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Accountability Data
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)
- Student Data: Assessments
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Student Data: Behavior and Other Indicators
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Employee Data
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data
- Parent/Community Data
- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Support Systems and Other Data
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Other additional data

Demographics

Demographics Summary

A.S. Johnston Elementary School is located in an established neighborhood located in the northern area of Irving. Pre-Kinder through 5th grade enrollment at Johnston is currently at 730 students. Enrollment varies quickly, with close to a 15% mobility rate among our population. Our campus is around 80% Hispanic, 10% African American, 4% White, 3% Asian, and 1% American Indian. 67% of our students are emergent bilingual students- considered a large percentage among comparison groups.

An estimated 91% of our students are economically disadvantaged and 87% are considered At-Risk. 2% of our population is considered homeless.

Our key stakeholders consists of our instructional leadership team, team leads, PTO (parent-teacher organization), and parent volunteers. We have a one-way bilingual model and a self-contained gifted/talented format that houses all of our GT students into one classroom. We have two self-contained LIFE skills classes on our campus with 15% of our student population classified as students who receive special education services.

Our Title 1 funds are used to staff our parent liaison position and an instructional aide. After reviewing last year's discipline referral data, over 75% of our referrals derived from students on intensive behavior plans and identifies with a special need. Our escalations are very low because we use restorative practices instead of punitive. Administrators have their Youth Mental Health certification. We collaborate with parents frequently and strive to keep students in school instead of sending them home. Our attendance clerk manages a system in where we celebrate grade levels who have over 95% attendance each day.

A very important note-1/2 of our classroom teachers have 4 or less years of teaching experience which has ensured we simplify action items and offer as much coaching support as necessary.

Demographics Strengths

Johnston's enrollment has stayed steady overtime-always rounding to 800 for the last 7 years.

Our ethnicity and EL numbers are a true representation of our community, and we are diverse among teaching staff-closed to a mirrored representation.

Our attendance is continuously improving significantly since 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

Problem Statement 2 (Prioritized): Our 3rd-5th Special Education students under performed in the area of math on the state achievement test, compared to all 3rd-5th graders. We under performed in approaches at 21%, 11% at meets, 5% at masters. **Root Cause:** The Special Education teachers were not provided adequate training in math instruction, and inconsistent planning and collaborating with the General education teachers.

Problem Statement 3 (Prioritized): Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

Problem Statement 4 (Prioritized): Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. **Root Cause:** The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

Problem Statement 5 (Prioritized): PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

Student Learning

Student Learning Summary

2024 State Assessment data is in the table below. To summarize overall in Reading, our Hispanic and LEP students are under-performing all students by 5%, and our sped is under-performing by 27%. For math, our Hispanic, LEP students are under-performing by 1-4% and special education is under-performing by 19%. Economically disadvantaged students under-performed on both by 2-3%. For science, LEP students under-performed by 3%.

Third grade performance comparison to district is as follows:

- Reading- 12 % lower in Approaches than the district . Meets: 12% lower than the district; Masters 5% lower than the district.
- Math-22 % lower in Approaches than the district . Meets: 17% lower than the district; Masters 4% lower than the district.

Fourth grade performance comparison to district and state is as follows:

- Reading: 6 % lower in Approaches than the district . Meets: 9% lower than the district; Masters 5% lower than the district.
- Math: 5% lower in Approaches than the district . Meets: 6% lower than the district; Masters 4% lower than the district.

Fifth grade performance comparison to district and state is as follows:

- Reading: 11 % lower in Approaches than the district . Meets: 12% lower than the district; Masters 9 % lower than the district.
- Math: 21 % lower in Approaches than the district . Meets: 20% lower than the district; Masters 4 % lower than the district.
- Science: 10% lower in Approaches than the district . Meets: 1% lower than the district; Masters 1% lower than the district.

Our English Language Learners took the TELPAS assessment(s) and the students achieving Advance High results are as follows: Composite: 1st {8%} 2nd {0%} 3rd {13%} 4th {22%} 5th {33%} Speaking Proficiency: 1st {8%} 2nd {8%} 3rd {27%} 4th {11%} 5th {19%} Listening Proficiency: 1st {13%} 2nd {31%} 3rd {20%} 4th {22%} 5th {23%} Writing Proficiency: 1st {4%} 2nd {0%} 3rd {20%} 4th {17%} 5th {62%} Reading Proficiency: 1st {4%} 2nd {4%} 3rd {20%} 4th {28%} 5th {43%}

2023				2024			
Cohort	App	Meet	Mast	Cohort	App	Meet	Mast
3rd Math	36%	12%	6%	3rd Math	30%	6%	2%
3rd Reading	52%	17%	5%	3rd Reading	42%	14%	4%
4th Math	37%	16%	4%	4th Math	48%	23%	8%
4th Reading	48%	18%	7%	4th Reading	56%	27%	5%
5th Math	54%	22%	6%	5th Math	39%	12%	4%
5th Reading	69%	30%	11%	5th Reading	52%	23%	5%
5th Science	30%	10%	2%	5th Science	26%	9%	4%

Student Learning Strengths

As we compared STAAR data by student cohort:

- students in 4th grade math, there was an increase: 12% approaches, 11% meets, 2% in masters
- 4th grade reading there was an increase: 4% approaches, 10% meets, masters stayed the same
- 5th grade math, there was an increase by 2% in approach
- 5th grade reading; increase: 4% approaches, 5% meets

In science; as we compare last year science scores; there was a 2% increase in masters.

As we reviewed our TELPAS data approximately 16 students were able to reclassify from being an emergent bilingual.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third grade students performed 12% lower than the district average, in the area of reading, on the state achievement test. **Root Cause:** Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 2 (Prioritized): Third grade students performed 22% lower than the district average, in the area of math, on the state achievement test. **Root Cause:** Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 3: Fifth grade students performed 10% lower than the district average, in the area of science, on the state achievement test. **Root Cause:** Lack of inconsistent instructional coaching with science curriculum.

Problem Statement 4 (Prioritized): In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment. **Root Cause:** Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 5 (Prioritized): In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment. **Root Cause:** Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 6 (Prioritized): In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

Problem Statement 7 (Prioritized): Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by

27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

Problem Statement 8 (Prioritized): Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. **Root Cause:** Lack of parent feedback surveys throughout the year.

Problem Statement 9 (Prioritized): 23.4 % of our staff are non-certified teaching in classrooms. **Root Cause:** Lack of retaining certified teachers due to other opportunities, closer to home, and/or promotions.

Problem Statement 10 (Prioritized): PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

Problem Statement 11 (Prioritized): Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. **Root Cause:** The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

School Processes & Programs

School Processes & Programs Summary

Johnston is using the district recommended coaching model where instructional leaders coach 1-3 teachers that are new to campus, the district or a subject. We continue to provide time weekly for teams to meet and develop teaching practices with leadership support. The master schedule has been adjusted to ensure specific time for each grade level to support for small group instruction and pullout services. We are work hard to stay true to the Irving ISD curriculum and send our staff to all professional development as needed. We are also working to provide professional development in data driven decisions with a primarily newer staff. We will continue to reinforce behavior expectations and processes and follow our protocols with fidelity.

We will continue to improve observations, calibrations, and feedback consistently.

School Processes & Programs Strengths

Some strengths in these areas include:

Curriculum, Instruction, and Assessment:

1. Identification and unpacking of focus TEKS to ensure equitable understanding across grade levels
2. Strong dedication among staff to fidelity of curriculum
3. Team planning in place and consistent; 6 weeks planning also in place

School Organization:

1. Teachers are committed to using best practices
2. Teachers are beginning to understand timely decision making and adjustments
3. Master schedule allows for specific grade level time allotment for small group instruction
4. Administration protects instructional time and time after school
5. Morale committees in place and active
6. Active PTO in place

Programs:

ESL and Special education teachers are certified

District provides abundance of support to all programs

Technology strengths:

Devices in all classrooms

Campus Tech and Instructional Technology coach support teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

Problem Statement 2: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** Our paraprofessionals being pulled for other duties, and not being consistent with the small group instruction.

Problem Statement 3 (Prioritized): 23.4 % of our staff are non-certified teaching in classrooms. **Root Cause:** Lack of retaining certified teachers due to other opportunities, closer to home, and/or promotions.

Problem Statement 4 (Prioritized): Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. **Root Cause:** Lack of parent feedback surveys throughout the year.

Problem Statement 5 (Prioritized): Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. **Root Cause:** The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

Problem Statement 6 (Prioritized): PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

Problem Statement 7 (Prioritized): 30% of our students have chronic absences. **Root Cause:** The importance of being at school each day isn't communicated face to face, consistently throughout the year.

Perceptions

Perceptions Summary

At Johnston Elementary, we provide a warm welcoming environment for our students and parents. We provide multiple ways to communicate with our families through phone calls, emails, Class Dojo, Kinvoled, Campus & Teacher newsletters, and social media platforms. We work closely with our PTO to ensure we include them in our planning to see how we can work together for the success of the students.

We have a set group of volunteers that come to school to volunteer for a variety of activities. We look forward to building relationships with the Pre K/Kinder parents as they are new to the school system. As we foster a positive relationships with these families, it will allow us to continue to grow our PTO/Volunteer organization at ASJ. This past school year we implemented Critter Coin (a House System) to improve behavior. Having a school wide system for behavior helps to promote a positive learning environment. Our counselors will create a schedule and provide classroom guidance for all of our students. Administrators provide positive praise to staff, students, and families. We plan staff appreciation and team building once a six weeks. Our counselors has partnered with local communities to provide free incentives for the staff that also help our local communities with their businesses.

Perceptions Strengths

PTO has been established and provided incentives for students and staff.

Critter Coins to improve behavior and student motivation.

A decrease in behavioral referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

Problem Statement 2 (Prioritized): 26 of our office referrals were students on intensive behavior plans and/or identifies with a special need. **Root Cause:** Lack of Social emotional learning done consistently with students in the classroom.

Problem Statement 3 (Prioritized): Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. **Root Cause:** Lack of parent feedback surveys throughout the year.

Priority Problem Statements

Problem Statement 1: Third grade students performed 22% lower than the district average, in the area of math, on the state achievement test.

Root Cause 1: Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Third grade students performed 12% lower than the district average, in the area of reading, on the state achievement test.

Root Cause 2: Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 2 Areas: Student Learning - Professional Development Implementation

Problem Statement 3: Our 3rd-5th Special Education students under performed in the area of math on the state achievement test, compared to all 3rd-5th graders. We under performed in approaches at 21%, 11% at meets, 5% at masters.

Root Cause 3: The Special Education teachers were not provided adequate training in math instruction, and inconsistent planning and collaborating with the General education teachers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment.

Root Cause 4: Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment.

Root Cause 5: Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%.

Root Cause 6: In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%.

Root Cause 7: Our Special Education teachers and support staff lacked planning time with the general education staff.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Professional Development Implementation

Problem Statement 8: Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued.

Root Cause 8: Lack of parent feedback surveys throughout the year.

Problem Statement 8 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%.

Root Cause 9: The sounds in Spanish are more phonetic than the sounds in English.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 10: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English.

Root Cause 10: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

Problem Statement 10 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 11: 23.4 % of our staff are non-certified teaching in classrooms.

Root Cause 11: Lack of retaining certified teachers due to other opportunities, closer to home, and/or promotions.

Problem Statement 11 Areas: Student Learning - School Processes & Programs

Problem Statement 12: 26 of our office referrals were students on intensive behavior plans and/or identifies with a special need.

Root Cause 12: Lack of Social emotional learning done consistently with students in the classroom.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 30% of our students have chronic absences.

Root Cause 13: The importance of being at school each day isn't communicated face to face, consistently throughout the year.

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

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 on all 5 Circle indicators by at least 10% by May 2025. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional, Early Writing skills).





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

High Priority

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: PK teachers will meet weekly to collaborate and plan Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional, and Early Writing skills into their daily lessons.</p> <p>Strategy's Expected Result/Impact: Increase PK student proficiency on all 5 Circle indicators.</p> <p>Staff Responsible for Monitoring: PK teachers, Admin, Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - Student Learning 10 - School Processes & Programs 6</p> <p>Funding Sources: Planning materials and resources for students - 199 - General Funds - \$300</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will collaborate weekly with the use of curriculum coaches to internalize lessons to target Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: instructional leadership team; teachers; administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - Student Learning 10 - School Processes & Programs 6</p> <p>Funding Sources: general planning resources - 199 - General Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use, with fidelity, Amplify, Eureka, and Saavas curriculum and the instructional minutes to deliver intentional tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: administration, academic specialists; reading interventionists, Amplify and Eureka coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: general reading resources - 199 - General Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be trained in read, draw, write in the area of math. Teachers will use this daily, in their math lessons.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core math content.</p> <p>Staff Responsible for Monitoring: Math interventionist; Academic specialists, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5</p> <p>Funding Sources: Number talks books - 199 - General Funds - \$750</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use NWEA data to determine and the learning continuum to know where to provide additional support in the areas math for K-5, and reading in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: administration, academic specialists, interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: general resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our 3rd-5th Special Education students under performed in the area of math on the state achievement test, compared to all 3rd-5th graders. We under performed in approaches at 21%, 11% at meets, 5% at masters. **Root Cause:** The Special Education teachers were not provided adequate training in math instruction, and inconsistent planning and collaborating with the General education teachers.

Problem Statement 5: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

Student Learning

Problem Statement 2: Third grade students performed 22% lower than the district average, in the area of math, on the state achievement test. **Root Cause:** Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 4: In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment. **Root Cause:** Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 5: In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment. **Root Cause:** Lack of enrichment and extension instruction in small groups being monitored consistently.

Problem Statement 10: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

School Processes & Programs

Problem Statement 6: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

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 English from 78% to 88% by May 2025.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment Spanish from 86 % to 96% by May 2025.


High Priority

Evaluation Data Sources: Circle


Strategy 1 Details	Reviews			
<p>Strategy 1: PK teachers will use Circle data, to create small groups, based on their level on phonological awareness, and scaffold learning to close gaps in the student's native language.</p> <p>Strategy's Expected Result/Impact: Student success and an increase in the percentage of students who are proficient on Phonological Awareness in Circle.</p> <p>Staff Responsible for Monitoring: Pk teachers, administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - Student Learning 10 - School Processes & Programs 6</p> <p>Funding Sources: general planning resources - 199 - General Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	July




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. Root Cause: The sounds in Spanish are more phonetic than the sounds in English.</p>

Student Learning

Problem Statement 10: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

School Processes & Programs

Problem Statement 6: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

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 25% to 35% by May 2025. Increase the percentage of Economically Disadvantaged students in 3-5 grades students scoring at MEETS from 26% to 36% by May 2025.

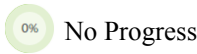
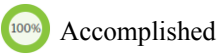
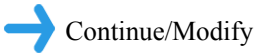

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, NWEA, curriculum assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct reading small groups based on exit tickets from the Amplify curriculum lessons with students at least 15 minutes daily as well as provide all Tier 1 instructional components of reading to all students.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: administration/ILT reading leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 6, 7 - School Processes & Programs 1 - Perceptions 1 - Professional Development Implementation 1, 2</p> <p>Funding Sources: additional reading resources - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will collaborate weekly and utilize the Amplify and Eureka coaches for internalizing lesson documents, and use direct data from curriculum assessments when making instructional decisions regarding small groups.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: instructional leadership team; teachers; administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 6, 7 - School Processes & Programs 1 - Perceptions 1 - Professional Development Implementation 2</p> <p>Funding Sources: general planning resources - 199 - General Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. Root Cause: In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.</p>
<p>Problem Statement 3: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. Root Cause: Our Special Education teachers and support staff lacked planning time with the general education staff.</p>
Student Learning
<p>Problem Statement 1: Third grade students performed 12% lower than the district average, in the area of reading, on the state achievement test. Root Cause: Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.</p>
<p>Problem Statement 4: In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 6: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. Root Cause: In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.</p>
<p>Problem Statement 7: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. Root Cause: Our Special Education teachers and support staff lacked planning time with the general education staff.</p>

School Processes & Programs

Problem Statement 1: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

Perceptions

Problem Statement 1: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

Professional Development Implementation

Problem Statement 1: Third grade students performed 12% lower than the district average, in the area of reading, on the state achievement test. **Root Cause:** Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.

Problem Statement 2: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

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 who MEET or Exceed expected growth on Reading MAP Growth in English/ Spanish combined from 16.3% to 26.3% by May 2025.

Increase the percentage of Spanish 3rd-5th grade students who MEET or Exceed expected growth on Reading MAP Growth from 32% to 42% by May 2025.

Increase the percentage of Kindergarten- Grade 2 students who Meet or Exceed grade level expectations on Reading mClass in English from 18% to 28% by May 2025.

Increase the percentage of Kindergarten- Grade 2 students who Meet or Exceed grad level expectations on Reading mClass in Spanish from 21% to 31% by May 2025.





Increase the percentage of Hispanic students from 48% to 58% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA, mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Amplify to teach Tier I instruction and use Core to provide the T3 instruction. Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading Staff Responsible for Monitoring: Reading interventionist; Academic specialists, administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 4, 7 - School Processes & Programs 1 - Professional Development Implementation 2 Funding Sources: Number talks books - 199 - General Funds - \$750</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder teachers will collaborate and utilize the Amplify lesson internalization protocol to deliver solid Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading</p> <p>Staff Responsible for Monitoring: instructional leadership team; teachers; administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 11 - School Processes & Programs 5</p> <p>Funding Sources: general planning resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. Root Cause: Our Special Education teachers and support staff lacked planning time with the general education staff.</p>
<p>Problem Statement 4: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>
Student Learning
<p>Problem Statement 4: In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 7: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. Root Cause: Our Special Education teachers and support staff lacked planning time with the general education staff.</p>
<p>Problem Statement 11: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>
School Processes & Programs
<p>Problem Statement 1: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. Root Cause: Our Special Education teachers and support staff lacked planning time with the general education staff.</p>

School Processes & Programs

Problem Statement 5: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. **Root Cause:** The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

Professional Development Implementation

Problem Statement 2: Our 3rd-5th Special Education students under performed in the area of reading, on the state achievement test, compared to all 3rd-5th graders by 27%. **Root Cause:** Our Special Education teachers and support staff lacked planning time with the general education staff.

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 percentage of Kindergarten-Grade 2 students who Meet or Exceed expected growth on Math MAP English/Spanish combined from 17% to 34%.





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

High Priority

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use highly impactful teaching strategies such as Talk Read/Talk Write, sentence stems for writing, close reading strategies, structured academic conversations, literacy stations, targeted small group instruction and include an interactive read-aloud or shared reading experience, mini lesson and word study.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading</p> <p>Staff Responsible for Monitoring: administration, academic specialists; reading interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: general reading resources - 199 - General Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conduct guided reading, small group, or phonics focused lessons in small groups (4-5) with students at least 20-30 minutes daily as well as provide all Tier 1 instructional components of reading to all students.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: administration/ILT reading leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 11 - School Processes & Programs 5</p> <p>Funding Sources: additional reading resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 4: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>
Student Learning
<p>Problem Statement 5: In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 11: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>
School Processes & Programs
<p>Problem Statement 5: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</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 percentage of 3-5 grade students scoring Meets or Above on STAAR math from 41% to 51% by May 2025. Increase the percentage of Spanish students from 12% to 22% by May 2025.

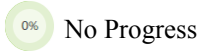
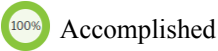
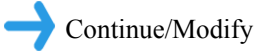
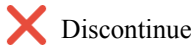
High Priority

HB3 Goal

Evaluation Data Sources: NWEA, STAAR, module assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Amplify curriculum to impact Tier I instruction and use exit tickets from Amplify , to progress monitor student learning, and to target small groups each day.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading</p> <p>Staff Responsible for Monitoring: administration, academic specialists; reading interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5</p> <p>Funding Sources: general reading resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate and internalize lessons with the campus and district coaches. Implementation walkthroughs will be completed weekly and feedback will be given so teachers are guided as the curriculum is being used to ensure success for students.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading</p> <p>Staff Responsible for Monitoring: administration/ILT reading coaches, district coaches, regional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 5, 6 - Perceptions 1</p> <p>Funding Sources: additional reading resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. Root Cause: In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.</p>
<p>Problem Statement 2: Our 3rd-5th Special Education students under performed in the area of math on the state achievement test, compared to all 3rd-5th graders. We under performed in approaches at 21%, 11% at meets, 5% at masters. Root Cause: The Special Education teachers were not provided adequate training in math instruction, and inconsistent planning and collaborating with the General education teachers.</p>
Student Learning
<p>Problem Statement 2: Third grade students performed 22% lower than the district average, in the area of math, on the state achievement test. Root Cause: Teachers used the internalization document for planning, but the lack of feedback to teachers on the internalization was not monitored with fidelity.</p>
<p>Problem Statement 5: In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 6: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. Root Cause: In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.</p>

Perceptions

Problem Statement 1: In grades 3-5 STAAR reading, our Emergent Bilingual students are underperforming all other 3rd-5th students by 5%. **Root Cause:** In grades 3-5 we had four new teachers with zero years of experience, and lack of professional learning in language development.

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 percentage of 3rd-5th grade students who Meet or Exceed expected growth on Math MAP English/Spanish combined from 38% to 48%.

Increase the percentage of Economically Disadvantaged students from 48% to 58% by May 2025.

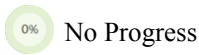
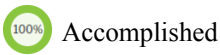
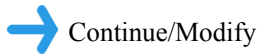

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, NWEA, module assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will collaborate and utilize the PLC process and direct data for themselves and the grade level when making instructional decisions regarding students in their grade levels.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: instructional leadership team; teachers; administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 4, 5, 10, 11 - School Processes & Programs 5, 6</p> <p>Funding Sources: general planning resources - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use NWEA data and individual learning continuum to create and meet with small targeted groups of students at least three times per week.</p> <p>Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math</p> <p>Staff Responsible for Monitoring: administration, academic specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: general resources - 199 - General Funds</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 4: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>
<p>Problem Statement 5: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. Root Cause: The sounds in Spanish are more phonetic than the sounds in English.</p>
Student Learning
<p>Problem Statement 4: In reading, students in grades 3-5, reaching meets level or above performed 15% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 5: In math, students in grades 3-5, reaching meets level or above performed 20% lower than the district on the state assessment. Root Cause: Lack of enrichment and extension instruction in small groups being monitored consistently.</p>
<p>Problem Statement 10: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. Root Cause: The sounds in Spanish are more phonetic than the sounds in English.</p>
<p>Problem Statement 11: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. Root Cause: The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.</p>

School Processes & Programs

Problem Statement 5: Kindergarten- 2nd grade Spanish students are out performing the Monolingual students on mClass, in the well below category, 13% in Spanish compared to 62% in English. **Root Cause:** The sounds in Spanish are more phonetic making it easier for students to learn compared to the different sounds letters can make in English.

Problem Statement 6: PK Bilingual students are out performing the Monolingual students on Circle, in the indicator of rapid letter naming, by 12%. **Root Cause:** The sounds in Spanish are more phonetic than the sounds in English.

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

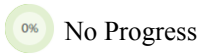
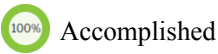
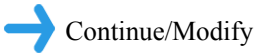

Performance Objective 1: ASJ will offer bi-monthly check in meetings with new staff to reach the goal of 100% retention for the following school year.

High Priority

Evaluation Data Sources: Recruiting records, hiring time lines, and retention reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Support ASJ teachers & staff with ongoing differentiated professional development sessions, mentor support, and bi-monthly check ins.</p> <p>Strategy's Expected Result/Impact: new and struggling teachers will successful impact student achievement</p> <p>Staff Responsible for Monitoring: instructional leadership and administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3</p> <p>Funding Sources: general coaching needs - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize staff members accomplishments through classroom walk-throughs, observations, electronic applications, and/or in weekly staff communication.</p> <p>Strategy's Expected Result/Impact: Maintain a 90% retention rate for 2024</p> <p>Staff Responsible for Monitoring: administration and the instructional leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3</p> <p>Funding Sources: General professional development - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 9: 23.4 % of our staff are non-certified teaching in classrooms. Root Cause: Lack of retaining certified teachers due to other opportunities, closer to home, and/or promotions.</p>
School Processes & Programs
<p>Problem Statement 3: 23.4 % of our staff are non-certified teaching in classrooms. Root Cause: Lack of retaining certified teachers due to other opportunities, closer to home, and/or promotions.</p>





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% to 3% by May 2025.
Decrease the number and percentage of students in PK-5 Special Education students from 105 to 95, (10%) by May 2025.

High Priority

Evaluation Data Sources: Attendance, PEIMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use positive reinforcement strategies and PAX to teach students how to self regulate their emotions and behaviors.</p> <p>Strategy's Expected Result/Impact: increased self student awareness</p> <p>Staff Responsible for Monitoring: Administration/teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: 26 of our office referrals were students on intensive behavior plans and/or identifies with a special need. Root Cause: Lack of Social emotional learning done consistently with students in the classroom.</p>


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 students from 26 to 16, by May 2025.


High Priority


Evaluation Data Sources: Discipline reports, PEIMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will work with chronic absentee students and parents to see what support can be provided, to ensure students are at school each day.</p> <p>Strategy's Expected Result/Impact: Increased funding and increase in closing academic gaps.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, teachers, Attendance team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Funds - \$600</p>	Formative			Summative
	Nov	Feb	Apr	July

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: 26 of our office referrals were students on intensive behavior plans and/or identifies with a special need. Root Cause: Lack of Social emotional learning done consistently with students in the classroom.</p>





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

Performance Objective 1: The parent and family engagement coordinator for the campus will increase parent involvement on the campus from 15 parents to 20 parents, by providing parent classes each month.

High Priority

Evaluation Data Sources: volunteer hours; sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: ASJ will offer more parents opportunities to participate in events such as coffee with the principal, literacy night, math and science night, All Pro Dad, classes, lunches, opportunities to serve in the library, and PTO programs in an effort to increase parent engagement.</p> <p>Strategy's Expected Result/Impact: 50% increase in involvement as notated by sign in sheets</p> <p>Staff Responsible for Monitoring: Parent liaison/administration/counselors</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 8 - School Processes & Programs 4 - Perceptions 3</p> <p>Funding Sources: family night supplies - 211 - Title I-A - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. Root Cause: Lack of parent feedback surveys throughout the year.</p>
School Processes & Programs
<p>Problem Statement 4: Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. Root Cause: Lack of parent feedback surveys throughout the year.</p>

Perceptions

Problem Statement 3: Based on parent feedback, on our climate survey, 13 out of 18 parents feel their ideas are not valued. **Root Cause:** Lack of parent feedback surveys throughout the year.





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

Performance Objective 1: ASJ will work to ensure our campus meets or exceeds the district attendance goal of 94.5% by May 2025. After 3 absences the student will be placed on "doctor note status". Communication will be made in our Parent and Family Compact, Dojo, Kinvolve, and monthly newsletters from the principal.

High Priority

Evaluation Data Sources: Six weeks attendance
Year end attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: In accordance with the Student Success Initiative, ASJ counselors and attendance committee will work to call parents to support them in getting their child to school each day.</p> <p>Strategy's Expected Result/Impact: daily attendance six weeks attendance</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, Attendance committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 7</p> <p>Funding Sources: attendance incentives - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: 30% of our students have chronic absences. Root Cause: The importance of being at school each day isn't communicated face to face, consistently throughout the year.</p>

State Compensatory

Budget for Johnston Elementary School

Total SCE Funds: \$43,141.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

A paraprofessional salary, tutoring services after-school, and tutoring supplies.

Personnel for Johnston Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Olga Martinez	SCE General Instructional Aide	1

Title I

1.1: Comprehensive Needs Assessment

<https://drive.google.com/drive/folders/1EiAGoiWZjPqUZD7IMnqmne8kABF1TEoe?usp=sharing>

5.1: Determine which students will be served by following local policy

NA. for all of Irving because we are not targeted for assistance (federal and lower than 40% low SES).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jonni Parker	Math Intervention Specialist	Title I	Yes
Myrna Andolz	Parent Liaison	Title I	Yes
Sharon Thrasher	Title I General Education Aide	Title I	Yes
Staci Young	Reading Interventionist	Title I	Yes

Campus Improvement Team

Committee Role	Name	Position
Sped Teacher	Eurikas Rodriguez- Marin	Sped Teacher
Parent	Susy Flores	Parent
Parent	Hilda Rosales	parent
Business Representative	Julie Dillman	Business Member
Paraprofessional	Saira Rodriguez	secretary
District-level Professional	Erin O'Connor	Stem Coordinator
Community Representative	Myrna Andolz	community member
Classroom Teacher	Yessica Portillo	teacher
Classroom Teacher	Gabrielle Ventura	teacher
Classroom Teacher	Jackie Franklin	teacher
Administrator	Rachel Morton	principal
Administrator	Katherine Young	assistant principal
Administrator	Joselyn Castillo	assistant principal

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning materials and resources for students		\$300.00
1	1	2	general planning resources		\$1,500.00
1	1	3	general reading resources		\$2,500.00
1	1	4	Number talks books		\$750.00
1	1	5	general resources		\$500.00
1	2	1	general planning resources		\$1,500.00
1	3	1	additional reading resources		\$1,000.00
1	3	2	general planning resources		\$1,500.00
1	4	1	Number talks books		\$750.00
1	4	2	general planning resources		\$500.00
1	5	1	general reading resources		\$2,500.00
1	5	2	additional reading resources		\$500.00
1	6	1	general reading resources		\$500.00
1	6	2	additional reading resources		\$500.00
1	7	1	general planning resources		\$500.00
1	7	2	general resources		\$0.00
2	1	1	general coaching needs		\$500.00
2	1	2	General professional development		\$1,000.00
3	2	1			\$600.00
5	1	1	attendance incentives		\$500.00
Sub-Total					\$17,900.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	family night supplies		\$1,500.00
Sub-Total					\$1,500.00

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

Addendums

Total	#	%
All Students	753	--
Hispanic	606	81%
AA	76	10%
W	30	4%
AA	22	3%
AI	9	1%
Econ	732	87%

Johnston's Straight Facts 2023-2024

Programs	#	%	PK	K	1	2	3	4	5
Immigrant	83	11%	2	6	6	19	22	17	20
LEP	464	62%	33	73	71	58	83	71	72
Sped	92	12%	3	6	13	24	21	13	12
Gifted/Talented	75	10%	-	-	19	15	13	13	13
(Bilingual GT)	50		-	-	14	8	11	9	8
Homeless	20	2%	2	2	2	1	5	1	5
Dyslexia	50	7%	-	1	-	4	8	12	25



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2023-2024
 District: Irving ISD
 Grouping: None
 Weeks of Instruction: 4 (Fall 2023)

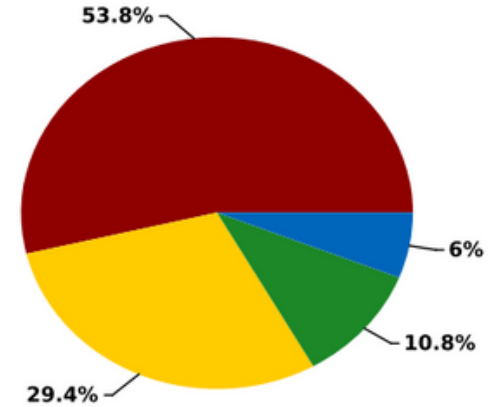
Language Arts: Reading

Johnston Elementary

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	118	76	64.4%	25	21.2%	10	8.5%	7	5.9%
4	102	49	48.0%	36	35.3%	13	12.7%	4	3.9%
5	113	54	47.8%	37	32.7%	13	11.5%	9	8.0%
Total	333	179	53.8%	98	29.4%	36	10.8%	20	6.0%

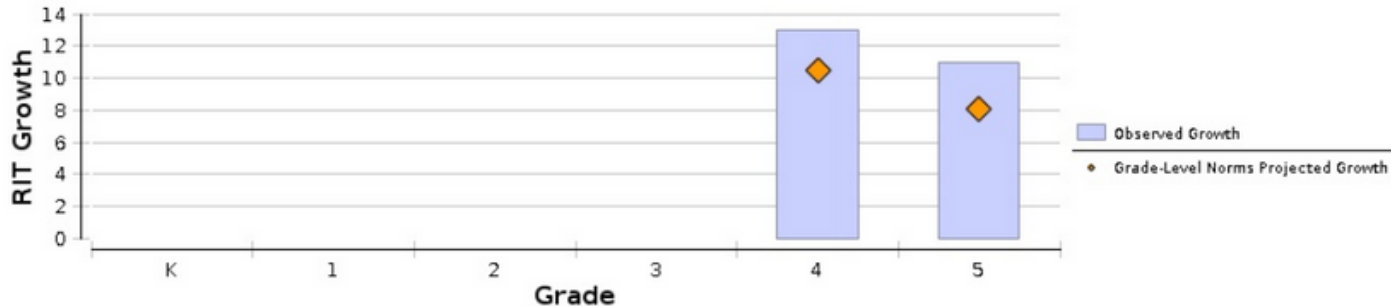


Johnston Elementary

Language Arts:
Reading

Grade (Fall 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against								
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**		**			**					**					
1	0	**		**			**					**					
2	0	**		**			**					**					
3	0	**		**			**					**					
4	89	176.2	16.6	7	188.8	16.7	14	13	0.8	10.5	1.15	88	89	52	58	58	
5	95	186.3	18.0	8	197.2	16.9	15	11	0.8	8.1	2.03	98	95	61	64	58	

Language Arts: Reading





Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2023-2024
 District: Irving ISD
 Grouping: None
 Weeks of Instruction: 4 (Fall 2023)

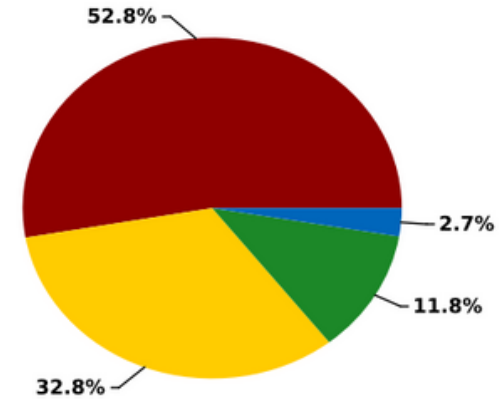
Math: Math K-12

Johnston Elementary

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	112	55	49.1%	40	35.7%	13	11.6%	4	3.6%
3	119	75	63.0%	33	27.7%	8	6.7%	3	2.5%
4	106	50	47.2%	37	34.9%	19	17.9%	0	0.0%
5	114	58	50.9%	38	33.3%	13	11.4%	5	4.4%
Total	451	238	52.8%	148	32.8%	53	11.8%	12	2.7%



Johnston Elementary

Math: Math K-12

Grade (Fall 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**				**					
1	87	138.8	10.4	44	156.2	11.3	26	17	0.8	22.1	-1.63	5	87	27	31	27	
2	100	154.9	12.3	19	167.8	14.6	11	13	0.8	15.1	-0.96	17	100	45	45	36	
3	103	166.9	14.2	8	177.8	14.6	4	11	0.7	13.1	-1.29	10	103	36	35	36	
4	93	180.8	13.7	10	193.3	14.4	17	13	0.7	11.1	0.94	83	93	47	51	47	
5	100	193.6	13.7	19	200.8	13.4	13	7	0.6	9.3	-1.56	6	100	38	38	38	

Math: Math K-12

