

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



Mission Statement

At Barton Elementary School, we are committed to inspiring and preparing students to be lifelong learners, problem-solvers, and leaders through a collaborative, inclusive environment that values creativity and innovation.

Vision

All students will achieve their full potential by becoming critical thinkers, problem solvers, and creative innovators to shape and lead their future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Barton Elementary, we embrace people from diverse backgrounds with open hearts. We cherish our diverse community through special events, striving to foster a supportive and successful atmosphere for everyone. We warmly invite parents and the community to join us on this journey. Our stakeholders include teachers, parents, students, and community members.

Here's some information about our school: Our enrollment at the end of May 2024 was 863 students. Of those students 91% of our students are Hispanic, and 77% are emergent bilingual a 4% increase from 23-24 school year. Additionally, 7% of our students are newcomers to the country. Attendance rate is 95.1% with a 2.5% increase compare to last school year which was at 92.6%. We implement a reward system for attendance for classes and individual students. Parents must sign-in students when tardy. Parents are only allow 3 parent excuse notes a year. All other absences must be excused by a doctors note. With 11% of our students being chronically absent with a 14% mobility rate. Home visit are conducted for chronically absent students and refer to truancy officer. In addition, 18.37% are part of the Gifted and Talented program, 12.3% are part of the special education program, and about 36% are consider Tier 3. Also, about 4% of our students are consider homeless and 93.7% are economically disadvantage.

Our teachers are 71% Hispanic and 40% of our teachers have 6 to 20 years of experience, 37% have between 1 to 5 years of experience, and 15% teacher turn-over rate. Student to teacher ratio is 17:1. Additionally, 35% of our teachers are certified bilingual teachers. Our principals at our school have an average of 1 year of experience compared to the district's 4.4 years, and our assistant principals have an if average of 1 year of experience compared to the district's 4.7 years.

Regarding recent changes, the data indicates that the Hispanic student population has increased by approximately 4% compared to the previous school year, while the number of new students to the country has decreased by 8% from the previous year.

Our Irving community is diverse with a 43.2% population being Hispanic, 41% of residence born outside the country, the average income of female is \$58,000, the median property value is \$262,0000, 37.2% own their home and 68% are home owners with a mortgage, 12% are living below the property line, and 31% has bachelors degree or higher.

Demographics Strengths

- Out attendance for the Asian and Black/African American populations has increased by over 2%.
- Overall attendance in grades PK, 2nd, 4th, and 5th has increased.
- Most of our classroom teachers are fully certified in their content areas.

- GT services are provided to all GT students, which account for 13.26%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of mobile students on our campus increased from 69 to 90 from last school year to this school year. **Root Cause:** Lack of targeted support systems and transition plans to effectively integrate mobile students into the academic and social environment, leading to potential disruptions in their learning continuity.

Problem Statement 2: Special Education population increased by 1.92% **Root Cause:** Increase in Special Education population lead to challenges in providing individualized instruction and support for all students.

Student Learning

Student Learning Summary

From Spring 2023 to Spring 2024 for 3-5th grade state assessments reading scores went from 30% to 43% Meets, for Spanish reading from 4% to 11% for Meet. Hispanic 30%, emergent bilingual 24%, and special education 4%. For Math current Meets is 26%. Hispanic population 25%, emergent bilingual 24% and special education 6.2%. While we are not high achieving, yet we have closed gaps.

PreK to 2nd grade in mClass 37% of student were at or above benchmark, 12.3% below and 50.3% well below benchmark. Kinder to 2nd grade 79% of student mClass lectura 79% were at or above benchmark, 8% below and 14% well below.

Students report cards are not indicative to their overall performance on district and state exams. However, this year we have incorporated more MTSS meetings and set individual goals for students success. Teachers have been targeting students daily during intervention groups.

Student Learning Strengths

- According to our Reading mClass data, Kindergarten increased the number of students performing at- or above- grade-level expectations by 18.4.
- According to our Reading mClass data, second grade increased the number of students performing at- or above- grade-level expectations by 17.5
- According to our Math MAP data, Kindergarten increased the number of students performing at- or above- grade-level expectations by 14.1.
- According to our district-created benchmarks, from Cycle to Cycle 2, there was a 1% increase in students scoring at Meets and a 4% increase in students scoring at Masters from 3rd through 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9. **Root Cause:** Inadequate emphasis on foundational math concepts in early grades, coupled with a lack of differentiated instruction and timely interventions for students struggling to keep pace.

Problem Statement 2: According to our Reading mClass data, first grade decreased the number of students performing at- or above- grade-level expectations by 15.6. **Root Cause:** Inconsistent application of phonics and early literacy interventions, along with insufficient progress monitoring, to identify and address gaps in reading development at an early stage.

Problem Statement 3: Science continues to be an area of focus. From Cycle 1 to Cycle 2, there was a 13% decrease in students who scored in Meets and a 7% decrease in students who scored in Masters. **Root Cause:** Insufficient emphasis on hands-on, inquiry-based learning experiences in science, coupled with a lack of alignment between instruction and the rigor of assessments.

Problem Statement 4 (Prioritized): Math scores are also decreasing. From Cycle 1 to Cycle 2, there was an 8% decrease in students who scored in Meets and a 4% decrease in students who scored in Masters. **Root Cause:** Lack of consistent and rigorous reteaching strategies following assessments leads to gaps in student understanding that impact performance in subsequent cycles.

Problem Statement 5 (Prioritized): Though 3rd through 5th-grade students are showing growth in Reading, the achievement goals set based on district assessments are still unmet.

Root Cause: The current reading instruction is not fully aligned with district expectations and does not sufficiently focus on higher-order thinking skills necessary for meeting achievement goals.

School Processes & Programs

School Processes & Programs Summary

Instructional Team:

- Instructional Team and Team Leads lead the PLCs for all grade levels.
- One interventionist focuses on K-2 Reading, another interventionist focuses 3-5 Reading, and our Academic Specialist focuses on K-5 Math.

Curricular:

- The master schedule allows for tier 2 and 3 instruction for all grade levels.

Organizational:

- We have several committees for our teachers to participate in, including Sunshine, Community Involvement, and PBIS/ Student Culture.

School Processes & Programs Strengths

1. Collaborative and Strategic Planning

Teachers engage in structured planning using high-quality resources like Amplify and Eureka, ensuring consistent, rigorous instruction across all grade levels. Our administration strongly focuses on refining leadership under the T-PESS rubric for strategic planning to ensure alignment between schoolwide goals and classroom instruction.

2. High-Quality Instruction

Staff is trained in aggressive monitoring and Kagan strategies, fostering student-led classrooms and improving academic conversations. Amplify and Eureka are fully integrated, providing teachers with rigorous materials that drive student growth.

3. Positive School Culture and Community Engagement

We offer family lunches, student recognitions, and structured activities to foster positive relationships among students, families, and staff. We offer Parent Center events, workshops, and celebrations to strengthen family partnerships and community involvement. We aim to have regular recognition programs to motivate staff and promote a supportive work environment.

4. Data-Driven Instruction and Monitoring

Data from MAP and mCLASS Assessments guide instructional decisions and support student growth goals. Regular feedback cycles through classroom observations ensure the consistent application of high-quality instruction.

5. Professional Development and Support

Ongoing professional development through PLCs, Kagan training, and coaching supports teachers' instructional growth. Coaching cycles and feedback meetings ensure personalized support for teacher development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. **Root Cause:** Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.

Problem Statement 2 (Prioritized): Students that classify as tier 3 in reading make up 13% of our students (sped not included in this number) **Root Cause:** Our PLC agenda needs to include more time for intervention planning.

Perceptions

Perceptions Summary

Teacher Turnover: The turnover rate remains at 15%, consistent with previous years. Improving teacher retention is a priority for this school year, with structured PLT meetings and lesson plan templates in place to support high academic expectations.

Parent and Community Engagement: The survey results of 150 participants (50 in English and 100 in Spanish) showed that 85% of parents were satisfied or very satisfied with school services. While some resistance to the arrival/dismissal system was noted, parents ultimately recognized it as a safe process.

The survey confirmed high community support, but socio-economic challenges and a lack of parent education are barriers to greater parent participation in school events and volunteering.

Perceptions Strengths

- We have increased parent participation this year by 2.7%.
- The community views us as a campus that closely monitors the students' safety and well-being.
- Our campus is clean and consistent and enforces fair disciplinary policies paired with students' needs.
- To increase parental involvement and engagement, we offer the following classes to parents: ESL classes, technology classes, nutrition classes, and SEL workshops. We also allow them to volunteer at school events (Math/Science Night, Open House, Literacy Night, etc.).
- Behavior issues have decreased substantially this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement. **Root Cause:** There is an inconsistent pattern of communication and expectations from staff members to parents.

Problem Statement 2 (Prioritized): Our campus currently lacks a PTO committee for our parents and teachers to be a part of. **Root Cause:** There needs to be a formal implementation of the PTO program by staff and parents at the beginning of the year. There should be flyers at Open House. Staff members should be expected to follow up with parents. There should be concrete details (dates, duties, etc.) provided to parents from the first introduction of PTO.

Priority Problem Statements

Problem Statement 1: Math scores are also decreasing. From Cycle 1 to Cycle 2, there was an 8% decrease in students who scored in Meets and a 4% decrease in students who scored in Masters.

Root Cause 1: Lack of consistent and rigorous reteaching strategies following assessments leads to gaps in student understanding that impact performance in subsequent cycles.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Though 3rd through 5th-grade students are showing growth in Reading, the achievement goals set based on district assessments are still unmet.

Root Cause 2: The current reading instruction is not fully aligned with district expectations and does not sufficiently focus on higher-order thinking skills necessary for meeting achievement goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9.

Root Cause 3: Inadequate emphasis on foundational math concepts in early grades, coupled with a lack of differentiated instruction and timely interventions for students struggling to keep pace.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected.

Root Cause 4: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement.

Root Cause 5: There is an inconsistent pattern of communication and expectations from staff members to parents.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our campus currently lacks a PTO committee for our parents and teachers to be a part of.

Root Cause 6: There needs to be a formal implementation of the PTO program by staff and parents at the beginning of the year. There should be flyers at Open House. Staff members should be expected to follow up with parents. There should be concrete details (dates, duties, etc.) provided to parents from the first introduction of PTO.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students that classify as tier 3 in reading make up 13% of our students (sped not included in this number)

Root Cause 7: Our PLC agenda needs to include more time for intervention planning.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

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 (Spanish) Circle indicators by at least 5% by May 2025. The current percentages are:

Rapid Letter Naming: 82%






Rapid Vocabulary: 83%

Math: 87%

Social-Emotional: 87%

Early Writing: 83%

Evaluation Data Sources: Circle Test Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Implement daily small group sessions focused on phonological awareness skills, such as rhyming, blending, and segmenting sounds. Use manipulatives and visual aids to support understanding.</p> <p>Strategy's Expected Result/Impact: Improvement in the percentage of students who are proficient in phonological awareness. Students will build a stronger foundation for literacy, as phonological awareness is a critical precursor to learning to read.</p> <p>Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. **Root Cause:** Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.

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: Performance Objective 1 (Spanish):

Increase the percentage of PK students who are proficient on all 5 (Spanish) Circle indicators by at least 5% by May 2025. The current percentages are:

Rapid Letter Naming: 82%


Rapid Vocabulary: 83%


Math: 87%


Social-Emotional: 87%


Early Writing: 83%


Evaluation Data Sources: Circle Test Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Implement daily small group sessions focused on phonological awareness skills, such as rhyming, blending, and segmenting sounds. Use manipulatives and visual aids to support understanding.</p> <p>Strategy's Expected Result/Impact: Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p>Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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 No Progress

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 Continue/Modify

 Discontinue



Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</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 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 20.9% to 40% by May 2025. Increase the percentage of special education students scoring at MEETS or above on STAAR Reading from 2.1% to 5% by May 2025.

Evaluation Data Sources: MAP Data and DCA Data

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Utilize MAP data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality for every student in their class.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, and inclusion paraprofessionals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize CORE Phonics Survey data to target phonics skills using de-codable text and alphabet knowledge routine to support students' foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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 No Progress

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 Continue/Modify

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Performance Objective 3 Problem Statements:

Student Learning



Problem Statement 5: Though 3rd through 5th-grade students are showing growth in Reading, the achievement goals set based on district assessments are still unmet. **Root Cause** : The current reading instruction is not fully aligned with district expectations and does not sufficiently focus on higher-order thinking skills necessary for meeting achievement 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 4: Increase the percentage of 3rd - 5th-grade students who Meet or Exceed expected growth on Reading MAP Growth (English/ Spanish combined) from 51% to 60% by May 2025.


Increase the percentage of white students from 23% to 40% by May 2024.

Evaluation Data Sources: MAP Data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily. Strategy's Expected Result/Impact: Increased reading levels and comprehension, increased MAP scores Staff Responsible for Monitoring: Academic specialists, interventionists, admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use CORE Phonics Survey data to target phonics skills using de-codable texts and alphabet knowledge routines to support students' foundational reading skills. Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations. Staff Responsible for Monitoring: Teachers</p> <p>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: Student Learning 5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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 No Progress

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 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9. **Root Cause:** Inadequate emphasis on foundational math concepts in early grades, coupled with a lack of differentiated instruction and timely interventions for students struggling to keep pace.


Problem Statement 5: Though 3rd through 5th-grade students are showing growth in Reading, the achievement goals set based on district assessments are still unmet. **Root Cause** : The current reading instruction is not fully aligned with district expectations and does not sufficiently focus on higher-order thinking skills necessary for meeting achievement 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 5: Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 37% to 47% by May 2025.


Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 79% to 89% by May 2025.


Evaluation Data Sources: mClass Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Conduct regular data analysis meetings within PLCs to review mClass data and identify students who need targeted interventions. Utilize bilingual resources and instruction for Spanish-speaking students to reinforce phonics and comprehension skills in both languages.</p> <p>Strategy's Expected Result/Impact: Teachers will more accurately and promptly identify students needing targeted interventions, leading to quicker and more effective support for those struggling with literacy. Spanish-speaking students will demonstrate improved phonics and comprehension skills in both English and Spanish, resulting in a higher percentage of students meeting or exceeding grade-level expectations.</p> <p>Staff Responsible for Monitoring: Instructional support staff and administrators</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:



| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</p> |

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

Performance Objective 6:


Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 54.9% to 60% by May 2024.

Evaluation Data Sources: MAP data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will conduct math groups with each student at least three times weekly.</p> <p>Strategy's Expected Result/Impact: Increased math MAP scores and increased Math growth, increased scores on District Common Assessments and math performance.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Math Materials and Tutoring - 211 - 211 - Title I-A - \$10,000, Interventionist and General Aide - 211 - Title I-A - \$86,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use the math universal screener data to intervene for Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase math MAP scores and increase Math growth.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6 Problem Statements:


School Processes & Programs





Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. **Root Cause:** Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.

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

Performance Objective 7: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20.4% to 40% by May 2025. Increase the percentage of special education students from 6.4% to 10% by May 2025.

Evaluation Data Sources: DCA Data and MAP STAAR Projection Summary

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Use common formative assessment data, District Common Assessments, 2024STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p>Strategy's Expected Result/Impact: MAP STAAR Projection Summary data should show that a larger percentage of students are set to meet.</p> <p>Staff Responsible for Monitoring: Interventionists, academic specialists, paraprofessionals, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |







 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</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 8: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 56.4% to 70% by May 2025.

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Teachers will use the math universal screener data to intervene for Tier 3 students. Strategy's Expected Result/Impact: Increase math MAP scores and increase math growth. Staff Responsible for Monitoring: Teachers</p> <p>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: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will conduct math groups with each student at least three times a week. Strategy's Expected Result/Impact: Increase math MAP scores and increase Math MAP growth. Staff Responsible for Monitoring: Administrators, teachers, specialists</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Math Materials and Tutoring - 211 - Title I-A - \$10,000, Interventionist and General Aide - 211 - Title I-A - \$86,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: According to our Math MAP data, first grade decreased the number of students performing at- or above- grade-level expectations by 8 and second grade decreased the number of students performing at- or above- grade-level expectations by 21.9. **Root Cause:** Inadequate emphasis on foundational math concepts in early grades, coupled with a lack of differentiated instruction and timely interventions for students struggling to keep pace.





School Processes & Programs

Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. **Root Cause:** Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.

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

Performance Objective 1: Barton's Guiding Coalition, composed by team leads, interventionists, academic specialists, and administrators, will participate in the interview process and increase teacher retention by 10%.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Leadership will attend recruiting events to promote Barton Elementary and find qualified teachers.</p> <p>Strategy's Expected Result/Impact: Hire high-quality, qualified teachers.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |


Performance Objective 1 Problem Statements:





| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</p> |

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

Performance Objective 2: Barton will provide a new teacher mentor program to support and retain new teachers.

Evaluation Data Sources: Teacher retention of new teachers.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Strategically assign mentors to best support new teachers. Strategy's Expected Result/Impact: Build new teacher capacity and build community between current staff and new teachers. Staff Responsible for Monitoring: Interventionists and administrators.</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</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 9.6 % to 5 % by May 2025.

Evaluation Data Sources: Attendance Reports

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Implement a system to monitor attendance daily, flagging students who miss a certain number of days three days in a month for immediate intervention. Use Kinvo to generate regular reports for the school leadership team review and send the attendance postcard home via Kinvo.</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Establish a recognition program that rewards students and classes with high attendance rates. We call these WOW tickets. Students in classes with 100% attendance receive a WOW ticket at lunch. They collect these tickets and earn free dress passes.</p> <p>Strategy's Expected Result/Impact: Less chronically absent students and a greater sense of teamwork among classes.</p> <p>Staff Responsible for Monitoring: Attendance clerk and attendance AP.</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |


Performance Objective 1 Problem Statements:





| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</p> |
| Perceptions |
| <p>Problem Statement 1: Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement. Root Cause: There is an inconsistent pattern of communication and expectations from staff members to parents.</p> |

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

Performance Objective 2: Decrease the percentage of in and out-of-school suspensions for Hispanic students disproportionately referred for disciplinary action from 10% to 5% by May 2025.

Evaluation Data Sources: PEIMS Report

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Positive Behavior Support Systems (PBIS) - Clearly define and communicate schoolwide behavior expectations that are aligned with PBIS. Focus on positive reinforcement rather than punitive measures. Use a multi-tiered system of supports (MTSS) to provide differentiated behavioral interventions, ensuring that Hispanic students receive targeted support before disciplinary action escalates.</p> <p>Strategy's Expected Result/Impact: By clearly defining and communicating schoolwide behavioral expectations, and focusing on positive reinforcement, there will be a decrease in the number of disciplinary referrals, particularly for Hispanic students. This will directly lead to fewer in-school and out-of-school suspensions, helping to achieve the goal of reducing the suspension rate from 10% to 5%. Positive reinforcement through PBIS will lead to more students understanding and adhering to behavioral expectations. A structured rewards system will motivate students to display appropriate behavior, reducing the frequency of negative behaviors.</p> <p>Staff Responsible for Monitoring: Administrators, Student Culture Committee, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


Performance Objective 2 Problem Statements:


| School Processes & Programs |
|---|
| <p>Problem Statement 1: Though we have been working on improving our PLC process, we would like to continue focusing on data-driven instruction. More specifically, we need to work on identifying intervention, enrichment, and reteaching strategies based on data collected. Root Cause: Inconsistent use of data analysis tools and limited collaborative time for teachers to effectively plan and implement targeted intervention, enrichment, and reteaching strategies.</p> |


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


Performance Objective 1: By the end of the 2024-2025 school year, Barton Elementary will host monthly parent engagement events, with a goal of at least 50% of families attending at least one event throughout the year. These events will be designed to strengthen family involvement in student learning, increase parent understanding of curriculum and school initiatives, and build a stronger school community, as measured by attendance records and parent feedback surveys.


Evaluation Data Sources: Parent feedback survey.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: At the beginning of each month of the school year, plan and publish a calendar of parent engagement events. Ensure the calendar includes a variety of event types (e.g., workshops, family fun nights, academic showcases) to appeal to diverse family interests and schedules. Include bilingual events and culturally relevant themes to ensure inclusivity and engagement from all community segments. Promote each event using multiple communication channels (emails, social media, flyers, phone calls). Send reminders leading up to the event and include personal invitations for families less engaged in school activities.</p> <p>Strategy's Expected Result/Impact: Parent involvement and attendance will increase.</p> <p>Staff Responsible for Monitoring: The parent liaison and the school leadership team are responsible for overseeing the overall implementation of the strategy and ensuring that the event calendar is planned and published at the beginning of each month of the school year. They will also monitor the effectiveness of the communication strategy and the inclusivity of the events.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue






Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement. Root Cause: There is an inconsistent pattern of communication and expectations from staff members to parents.</p> |
| <p>Problem Statement 2: Our campus currently lacks a PTO committee for our parents and teachers to be a part of. Root Cause: There needs to be a formal implementation of the PTO program by staff and parents at the beginning of the year. There should be flyers at Open House. Staff members should be expected to follow up with parents. There should be concrete details (dates, duties, etc.) provided to parents from the first introduction of PTO.</p> |

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

Performance Objective 1: By the end of the 2024-2025 school year, Barton Elementary will improve operational efficiency and transparency by implementing a streamlined communication system for school-wide decisions. This system will ensure that 100% of stakeholders, including staff, parents, and community members, are informed of key decisions and updates within 48 hours.

Evaluation Data Sources: Stakeholder surveys and the timely dissemination of information through multiple channels, including newsletters, the school website, and social media will measure this.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Develop a comprehensive communication calendar that outlines key dates for school events, decision announcements, and important updates. This calendar should include timelines for internal communication with staff and external communication with parents and community members. Ensure that all school communications are provided in both English and Spanish to reach a wider audience and support transparency with all stakeholders.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of upcoming events and school information.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | July |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 1: Though our parent involvement and engagement increased by 2.3% (10 parents) from previous years, there still needs to be a continued focus on a consistent and centralized system for recruiting parental involvement. Root Cause: There is an inconsistent pattern of communication and expectations from staff members to parents.</p> |

State Compensatory

Budget for Barton Elementary School

Total SCE Funds: \$50,070.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Through SCE funds, we can hire an aide who can support students in the classroom and provide out-of-school tutoring to students who are not performing at grade level.

Personnel for Barton Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-----------------|------------------|------------|
| Yennyfer Macias | Paraprofessional | 1 |

Title I

1.1: Comprehensive Needs Assessment

Needs Assessment Summary: Barton Elementary's 2024-2025 CNA focused on academic achievement, particularly addressing the needs of students at risk of failing. Key areas identified include reading, math, and attendance, focusing on English Language Learners, economically disadvantaged students, and special education populations.

The examined areas include student academic performance, attendance, behavior trends, and teacher quality. The data sources analyzed include STAAR, MAP, mCLASS, attendance, discipline reports, surveys, and classroom observations.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Needs Assessment Summary: Barton Elementary's 2024-2025 CNA focused on academic achievement, particularly addressing the needs of students at risk of failing. Key areas identified include reading, math, and attendance, focusing on English Language Learners, economically disadvantaged students, and special education populations.

The examined areas include student academic performance, attendance, behavior trends, and teacher quality. The data sources analyzed include STAAR, MAP, mCLASS, attendance, discipline reports, surveys, and classroom observations.

Stakeholders involved:

Lisbeth Valdez, Principal

Dalia Cervantes, Teacher / Parent

Rocio Avila, Teacher / Parent

Reina Jaramillo, Assistant Principal / Parent

Sheila Neumann, Assistant Principal

2.2: Regular monitoring and revision

The formative review process at Barton Elementary occurs quarterly, with specific reviews conducted on **October 15, 2024, January 10, 2025, March 15, 2025, and May 20, 2025**. These reviews allow the leadership team to assess progress toward meeting campus goals, particularly for student academic achievement. Key focus areas include students' performance at risk of failing and ensuring appropriate interventions are in place.

Additionally, the Title I Schoolwide Program planning outlined in this Campus Improvement Plan (CIP) will remain in effect throughout Barton's participation in the program. Based on ongoing data analysis, the plan will be regularly monitored and revised as needed to ensure all students are provided equitable opportunities to meet the state's challenging academic standards.

The CIP's implementation is revisited during the formative review meetings and through continuous monitoring of student data, classroom observations, and progress in Professional Learning Communities (PLCs). Adjustments are made as necessary to address emerging student needs.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan (CIP) is available to parents and the community on the Barton Elementary website. Additionally, printed copies are accessible in the front office and at the Parent Center for those who prefer a physical copy. The CIP is available in **English** and **Spanish**, reflecting the primary languages spoken by our school community. The decision to provide translations in English and Spanish was based on the demographic data of our student population, which shows that a significant portion of our families are Spanish-speaking. We continuously monitor parent feedback and language preferences to ensure the CIP remains accessible to all families.

2.4: Opportunities for all children to meet State standards

Barton Elementary ensures all students, including those at risk, can meet state standards through data-driven instruction, targeted interventions, and regular progress monitoring. We offer tiered interventions, Kagan structures, aggressive monitoring, Eureka Math, Amplify curriculum, and specialized support for ELL and special education students.

2.5: Increased learning time and well-rounded education

Barton Elementary increases learning time through extended intervention blocks, after-school tutoring, and summer enrichment programs. Additionally, aggressive monitoring in the classroom ensures maximum engagement during instructional time. We offer a well-rounded education by integrating arts, physical education, STEM activities, and social-emotional learning into the curriculum, ensuring students receive a balanced academic experience.

2.6: Address needs of all students, particularly at-risk

1. Barton ensures the needs of all students, particularly those at risk, are met through tiered interventions, counseling services, behavior support models, and professional development for teachers on differentiated instruction. We also support transitions for preschoolers into elementary school.

3.1: Annually evaluate the schoolwide plan

Barton Elementary annually evaluates its schoolwide plan using data from state assessments, MAP, mCLASS, and stakeholder surveys. This data helps us assess whether activities have increased student achievement, especially for the lowest-performing students. The plan is revised each year based on evaluation results to ensure continuous improvement.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed in collaboration with parents during multiple feedback sessions. It has been distributed via the school website, physical copies in the front office, and is available in both English and Spanish to ensure accessibility.

4.2: Offer flexible number of parent involvement meetings

Barton offers flexible parent engagement meetings, including evening and morning sessions to accommodate families' schedules. Our annual Title I meeting offers multiple time options, and regular workshops provide parents with resources and involvement opportunities.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|-------------------------|----------------|------------|
| Claudia Coeto | Intervention Specialist | | 1 |
| Isabel Pacheco | Title I General Aide | | 1 |
| Lydia Riera-Endicott | Parent Liaison | | 1 |
| William Sanchez | Intervention Specialist | | 1 |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------|-------------------|---------------------|
| Member | Gabriela Gonzalez | Counselor |
| Member | Christina Serrata | Pre-K Teacher |
| Member | Viky Mendez | Kinder Teacher |
| Member | Erica Rios | 2nd Grade Teacher |
| Member | Jessica George | 4th Grade Teacher |
| Member | Melissa Griffith | 3rd Grade Teacher |
| Member | Avila Rocio | 5th Grade Teacher |
| Member | Dalia Cervantes | 1st Grade Teacher |
| Member | Diego De La Pena | PE Teacher |
| Member | Mariana Medeiros | Academic Specialist |
| Faciliator | Lisbeth Valdez | Principal |

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 |