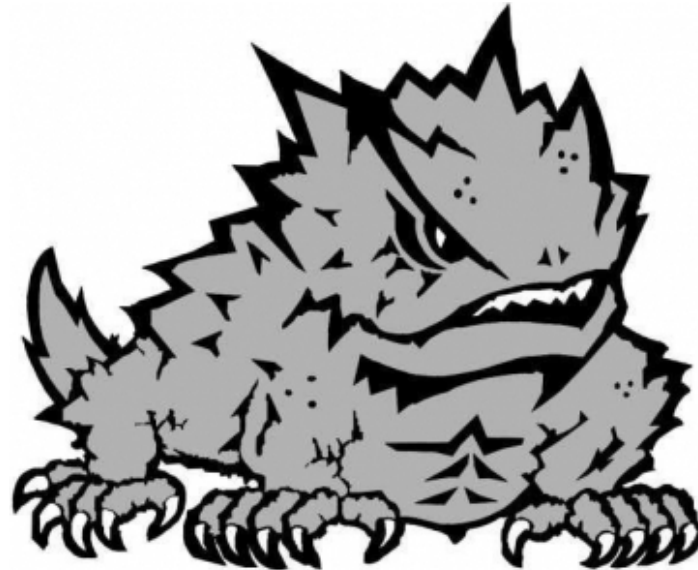


**Irving Independent School District
Thomas Haley Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

We pledge to motivate, support, and inspire our Horned Frogs, by providing them with the tools needed to become lifelong learners and achievers!

Vision

Learning today, leading tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Thomas Haley ES demographics summary:

Female- 51.94%, Male- 48.06%

Hispanic-Latin- 40.47%

American Indian- 1.40%

Asian- 9.30%

Black- 40.16%

Native Hawaiian- 0.16%

White- 5.89%

Two or more- 2.64%

SPED: 11.16%

Dyslexia: 3.8%

GT: 12.87%

504: 4.19%

Bilingual: 40.16%

Thomas Haley's 2021-2022 Attendance rate was 92.32%, with a Mobility rate of 23%.

PBIS (Champs, Frog Families, Capturing Kids' Hearts), PK - Conscious Discipline, MTSS, and SEL (PK-5) are utilized to create a positive school culture. There were a total of 91 office referrals recorded for the 2021-2022 school year.

2021-2022 teacher retention rate was 91.07%.

Thomas Haley currently has a total population of 806 students in grades Pre-k through 5th (ages 4-11).

*Thomas Haley of Irving, Texas, was opened in 1963 and has served students for 59 years. Our mission is “We pledge to motivate, support, and inspire all.”

Demographics Strengths

Thomas Haley's diversity enables our students and staff members an opportunity to learn about and celebrate different cultures. According to the 2021-2022 climate survey, 81% of parents and 86% of students have had a positive school experience. 100% of Thomas Haley's sub-populations met or exceeded 2021-2022 growth target goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system. **Root Cause:** Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.

Student Learning

Student Learning Summary

Thomas Haley Elementary's overall performance in 2021-2022 STAAR results were as follows: Mathematics- 61% approaches, 33%% meets, and 15% masters. Reading- 69% approaches, 47% meets and 25% masters. Science-60% approaches, 16% meets, and 4% masters. Overall, 36% of students in grades 3rd-5th performed at the Meets or Above level. Our goal for the 2022-2023 school year will be to increase the overall Meets level from 36% to 50%. By identifying strategies to increase the Meets level, we will see an increase in the overall Student Achievement area.

Thomas Haley ES received an overall Rating Domain Score of 92% based on the following: 2A: Mathematics: 82% ELA/Reading 88% ELA/Reading & Mathematics 85% Rating 92% 2B: Eco Disc 83.9% STAAR (CCMR) 39% Rating Domain 72%. Our goal for the 2022-2023 school year will be to increase the 2B domain from 72% to 80%, training teachers on strategies to increase lesson delivery and alignment.

Thomas Haley Elementary's overall performance in 2021-2022 STAAR results were as follows: Mathematics- 61% approaches, 33%% meets, and 15% masters. Reading- 69% approaches, 47% meets and 25% masters. Science-60% approaches, 16% meets, and 4% masters. African American and Hispanic students missed closing the gap target in the area of math. The African-American and Hispanic population represents 74% of our student population. Our goal for the 2022-2023 school year will be to increase the AA subpopulation Meets level from 28% to 35% and the Hispanic subpopulation group from 34% to 45% in the area of mathematics.

Student Learning Strengths

Thomas Haley ES received an overall Rating Domain Score of 92% based on the following: 2A: Mathematics: 82% ELA/Reading 88% ELA/Reading & Mathematics 85% Rating 92%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

Problem Statement 2 (Prioritized): Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.

School Processes & Programs

School Processes & Programs Summary

Maintaining a safe and secure environment is a priority. Therefore, Thomas Haley Elementary staff ensures that all visitors check in at the office and obtain a Raptor ID. We also require all faculty and staff members to wear a district ID at all times and that teachers teach with their classroom doors locked. We also participate in ongoing crisis/emergency training drills in an effort to be prepared in the event of an emergency. The discipline committee continues to implement the Positive Behavior Intervention Support (PBIS) and CHAMPS as our school-wide discipline plan. The teachers use eSchool to document classroom incidents rather than writing a referral, which provides documentation when a behavior intervention is needed. Safety protocols have also been embedded into the school day (including arrival, lunch, transition, and dismissal protocols).

Since the implementation of PBIS and CHAMPS, we have maintained a reduction in the number of discipline referrals, which results in students remaining in the classroom as opposed to being sent to the office, ISS or OSS. However, student referrals did increase from 22 referrals in the 2020-2021 school year to 97 in the 2021-2022 school year. All staff members were trained in Capturing Kids Heart and student conduct tiered offense-appropriate responses.

2B: Eco Disc 83.9% STAAR (CCMR) 39% Rating Domain 72%. Our goal for the 2022-2023 school year will be to increase the 2B domain from 72% to 80%, training teachers on strategies to increase lesson delivery and alignment.

Our campus has focused on training teachers in the area of unpacking TEKS and building instruction calendars. This focus on purposeful planning should result in aligned objectives, activities, and exit tickets that lead to students' success.

School Processes & Programs Strengths

Most students and staff members reported that they felt safe at Thomas Haley ES, according to the climate survey. Our master schedule blocked off and prioritized an RTI block which was used to assist 87% of students in 4th-5th grade meet or exceed their STAAR growth goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Last year 97 office referrals resulted in students missing classroom instructions. **Root Cause:** The PBIS program was not used with fidelity throughout our campus.

Problem Statement 2 (Prioritized): Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. **Root Cause:** A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.

Perceptions

Perceptions Summary

The student attendance rate decreased to 92.3% for the 2021-2022 school year.

Thomas Haley ES's teacher retention rate for the 2021-2022 school year was 91%

Teachers' responses to the 2021-22 climate survey were as follows:

Although the amount of work I have has led me to feel exhausted and stressed, I feel valued by my team.	74%
I am recognized for the amount of effort I have made in my job.	62%
I have positive relationships with other staff members at my school/department.	95%
I look forward to going to work.	70%
My coworkers care about and support each other when times are difficult or stressful.	85%
My school/department leader has my well-being in mind.	77%
My supervisor takes the time to show interest in my goals and values.	74%
The district has my well-being in mind.	59%
The work that I do is stressful, but it's worth it.	81%

Parents provided at least 90% positive responses to the following questions; Administrators make decisions that support student learning, Teachers expect my child to grow and learn teachers encourage my child to work hard and try difficult tasks, Teachers know and care about my children, School communicates with me about the progress and behavior of my child, I am satisfied with the response I get when I contact my child school with questions or concerns, School meets the academic needs of my child, I feel respected at my child school, I feel welcome at my child school.

Only 87% of parents agreed that teachers provide extra help when their child needs it.

Perceptions Strengths

Thomas Haley ES's 91% teacher retention rate for the 2021-2022 school year is second in the school district. Overall, students and parents had positive school experiences during the past year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers responded to climate survey questions related to their voices or well-being being respected. **Root Cause:** Due to a lack of surveys gathering staff members' opinions and communicating the "why " behind campus decisions, some staff members felt that their voices weren't heard.

Problem Statement 2 (Prioritized): 13% of our parents disagreed that teachers provide extra help when their child needs it. **Root Cause:** Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.

Priority Problem Statements

Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system.

Root Cause 1: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level.

Root Cause 2: Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Last year 97 office referrals resulted in students missing classroom instructions.

Root Cause 4: The PBIS program was not used with fidelity throughout our campus.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Teachers responded to climate survey questions related to their voices or well-being being respected.

Root Cause 6: Due to a lack of surveys gathering staff members' opinions and communicating the "why " behind campus decisions, some staff members felt that their voices weren't heard.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level.

Root Cause 3: Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating.

Root Cause 5: A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: 13% of our parents disagreed that teachers provide extra help when their child needs it.

Root Cause 7: Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.





Performance Objective 1: Students in Prek will increase from 91% overall in both Rapid Voc. and Phonological Awareness to 95% based on EOY Circle Assessment Data. Students in Prek will increase from 86% in Rapid Letter Naming to 91% based on EOY Circle Assessment Data.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessments and Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the curriculum to identify best practice instructional strategies to impact students' early literacy skills.</p> <p>Strategy's Expected Result/Impact: PreK students will see an increase in Rapid Voc. and Phonological Awareness performance.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, and Administrators</p> <p>Title I: 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 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use SEL strategies to enhance problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Teachers will incorporate SEL skills into their lessons that teach students how to show empathy for others, establish healthy relationships, set positive goals, and make responsible decisions, thus leading to increased academic performance.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators, Counselors and Student Champion</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system.</p> <p>Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>

Student Learning

Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

School Processes & Programs





Problem Statement 1: Last year 97 office referrals resulted in students missing classroom instructions. **Root Cause:** The PBIS program was not used with fidelity throughout our campus.

Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 2: Students in K-2 will increase from 59% mClass Reading beginning to end of year Growth target met to 70%.

Evaluation Data Sources: mClass and progress monitoring notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>Title I: 2.4, 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: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in professional development training during In-Service week and PLCs to learn how to create Instructional Planning Calendars, which will include Essential Standards (high-priority TEKS) and common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of unpacking TEKS and creating lessons that can be taught and measured in one day.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Academic Specialist, and Interventionist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in staff development aligned to Lever #4: High-Quality Instructional Materials and Assessments. Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, reading assessments (CORE, DRA, mClass for K-2)</p> <p>Strategy's Expected Result/Impact: Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, and reading assessments (CORE, DRA, mClass for K-2) will improve Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialists, and District Personnel</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college -</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use SEL and PBIS strategies to decrease office referrals from 2021-2022 to 2022-2023 school year by 25%</p> <p>Strategy's Expected Result/Impact: Office referrals will be reduced from 97 in the 2021-2022 school year to at least 72 by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselors and Student Champion</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system.</p> <p>Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>

Student Learning

Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.

School Processes & Programs

Problem Statement 1: Last year 97 office referrals resulted in students missing classroom instructions. **Root Cause:** The PBIS program was not used with fidelity throughout our campus.

Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. **Root Cause:** A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.

Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.





Performance Objective 3: Increase the percentage of 3rd-5th grade students scoring at MEETS or above on STAAR Reading from 45% to 57% by May 2023. Students in 4th to 5th grade will increase the overall STAAR Growth targets from 84% to 90% by May 2023.

High Priority

Evaluation Data Sources: NWEA MAP, District DCAs, and STARR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in state-sponsored reading academies.</p> <p>Strategy's Expected Result/Impact: Reading instruction will improve and increases in literacy development will be realized.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Specialist, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in professional development training during In-Service week and PLCs to learn how to create Instructional Planning Calendars, which will include Essential Standards (high-priority TEKS) and common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of unpacking TEKS and creating lessons that can be taught and measured in one day.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Academic Specialist, and Interventionist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in staff development aligned to Lever #4: High-Quality Instructional Materials and Assessments. Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, reading assessments (CORE, DRA, mClass for K-2)</p> <p>Strategy's Expected Result/Impact: Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, and reading assessments (CORE, DRA, mClass for K-2) will improve Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialists, and District Personnel</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>-</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use SEL and Student Culture strategies to decrease office referrals from 2021-2022 to 2022-2023 school year by 25%</p> <p>Strategy's Expected Result/Impact: Office referrals will be reduced from 97 in the 2021-2022 school year to at least 72 by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselors and Student Champion</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs during RTI time, before/after school tutoring, or Saturday School.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Interventionist - 211 - Title I-A, Staffing Support - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system.</p> <p>Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>

Student Learning

Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.

School Processes & Programs

Problem Statement 1: Last year 97 office referrals resulted in students missing classroom instructions. **Root Cause:** The PBIS program was not used with fidelity throughout our campus.

Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. **Root Cause:** A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.





Perceptions

Problem Statement 2: 13% of our parents disagreed that teachers provide extra help when their child needs it. **Root Cause:** Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.

Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Students in Prek will increase from 91% in overall math performance to 95% based on EOY Circle Assessment Data.

Evaluation Data Sources: Circle Assessments and Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the curriculum to identify best practice instructional strategies to impact students' foundational math skills.</p> <p>Strategy's Expected Result/Impact: PreK students will see an increase in number recognition.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, and Administrators</p> <p>Title I: 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 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.

School Processes & Programs





Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. **Root Cause:** A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.

Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 2: Increase the percentage of K-2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish Combined) from 45% to 52% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained in guided math strategies which include small groups, technology, interactive notebooks, and hand-on instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will implement guided math/small group instruction in all subject areas resulting in 52% of students meeting or exceeding their MAP expected growth target.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, and Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs during RTI time, before/after school tutoring, or Saturday School.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Interventionist - 211 - Title I-A, Staffing Support - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use SEL and PBIS strategies to decrease office referrals from 2021-2022 to 2022-2023 school year by 25%</p> <p>Strategy's Expected Result/Impact: Office referrals will be reduced from 97 in the 2021-2022 school year to at least 72 by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselors, and Student Culture Committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system.</p> <p>Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>

Student Learning

Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. **Root Cause:** Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.

School Processes & Programs

Problem Statement 1: Last year 97 office referrals resulted in students missing classroom instructions. **Root Cause:** The PBIS program was not used with fidelity throughout our campus.

Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. **Root Cause:** A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.

Perceptions

Problem Statement 2: 13% of our parents disagreed that teachers provide extra help when their child needs it. **Root Cause:** Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.





Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 3: Increase the percentage of 3rd-5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 64% to 74% by May 2023.

Evaluation Data Sources: NWEA MAP, District DCAs, and STARR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development training during In-Service week and PLCs to learn how to create Instructional Planning Calendars, which will include Essential Standards (high-priority TEKS) and common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of unpacking TEKS and creating lessons that can be taught and measured in one day.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Academic Specialist, and Interventionist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in staff development aligned to Lever #4: High-Quality Instructional Materials and Assessments. Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, reading assessments (CORE, DRA, mClass for K-2)</p> <p>Strategy's Expected Result/Impact: Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, and reading assessments (CORE, DRA, mClass for K-2) will improve Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialists, and District Personnel</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college -</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.</p>
<p>Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.</p>
School Processes & Programs
<p>Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. Root Cause: A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.</p>

Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 4: Increase the percentage of 3rd-5th grade students scoring at MEETS or above on STAAR Math from 31% to 43% by May 2023. Students in 4th-5th grade will increase the STAAR overall growth target from 84% to 90% by May 2023.





High Priority

Evaluation Data Sources: NWEA MAP, District DCAs, and STARR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development training during In-Service week and PLCs to learn how to create Instructional Planning Calendars, which will include Essential Standards (high-priority TEKS) and common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of unpacking TEKS and creating lessons that can be taught and measured in one day.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Academic Specialist, and Interventionist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in staff development aligned to Lever #4: High-Quality Instructional Materials and Assessments. Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, reading assessments (CORE, DRA, mClass for K-2)</p> <p>Strategy's Expected Result/Impact: Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, and reading assessments (CORE, DRA, mClass for K-2) will improve Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialists, and District Personnel</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college -</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs during RTI time, before/after school tutoring, or Saturday School.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Interventionist - 211 - Title I-A, Staffing Support - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs during RTI time, before/after school tutoring, or Saturday School.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Interventionist - 211 - Title I-A, Staffing Support - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system. Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>
Student Learning
<p>Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.</p> <p>Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.</p>
School Processes & Programs
<p>Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. Root Cause: A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.</p>
Perceptions
<p>Problem Statement 2: 13% of our parents disagreed that teachers provide extra help when their child needs it. Root Cause: Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.</p>

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.





Performance Objective 1: Increase the percentage of 3rd-5th grade students scoring at MEETS or above on STAAR Reading from 45% to 57% by May 2023.

High Priority

Evaluation Data Sources: NWEA MAP, District DCAs, and STARR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in professional development training during In-Service week and PLCs to learn how to create Instructional Planning Calendars, which will include Essential Standards (high-priority TEKS) and common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of unpacking TEKS and creating lessons that can be taught and measured in one day.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Academic Specialist, and Interventionist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in staff development aligned to Lever #4: High-Quality Instructional Materials and Assessments. Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, reading assessments (CORE, DRA, mClass for K-2)</p> <p>Strategy's Expected Result/Impact: Demonstration of Learning (DOL's) K-5, Lesson Plan alignment to Instructional Planning Calendars, and reading assessments (CORE, DRA, mClass for K-2) will improve Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Academic Specialists, and District Personnel</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college -</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Academic Specialist Support - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.</p>
<p>Problem Statement 2: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Aligned Instruction calendars, objectives, and exit tickets were newly implemented and training/support was not prioritized.</p>
School Processes & Programs
<p>Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. Root Cause: A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.</p>

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 2: Increase the percentage of 3rd-5th grade students scoring at MEETS or above on STAAR Math from 31% to 43% by May 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in collaborative teams focused on identifying essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in the areas of letter naming, vocabulary, math, early writing, and social-emotional skills as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators and Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained in guided math strategies which include small groups, technology, interactive notebooks, and hand-on instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will implement guided math/small group instruction in all subject areas resulting in 65% of students meeting or exceeded their MAP expected growth target.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, and Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs during RTI time, before/after school tutoring, or Saturday School.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Interventionist - 211 - Title I-A, Staffing Support - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our African American and Hispanic students performed below the level in the math area of the Closing the Gap domain of the State Accountability system. Root Cause: Students experienced major pandemic mathematics gaps that we were not able to overcome despite 88.5% of (Hispanic and African American) students meeting or exceeding growth targets.</p>
Student Learning
<p>Problem Statement 1: Overall, only 36% of students in grades 3rd-5th performed at the Meets or Above level. Root Cause: Teachers focused the majority of their energy on Tier 2 and Tier 3 instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Thomas Haley only ranked in the 39% of comparable schools in the state with a 72% Domain 2B rating. Root Cause: A lack of targeted training in the area of unpacking standards, lesson planning, objectives and exit tickets created an environment that lead to inconsistent lesson alignment.</p>
Perceptions
<p>Problem Statement 2: 13% of our parents disagreed that teachers provide extra help when their child needs it. Root Cause: Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.</p>

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 3: Reduce Office Referrals by 25%, which translates in reducing referrals from 97 (2021-22) to 72 (2022-23).

Evaluation Data Sources: Office Referrals

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.





Performance Objective 4: Increase Student Attendance from 92% to 96%

Evaluation Data Sources: Student Attendance Report

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Thomas Haley Elementary will offer afterschool parent and family engagement programs.

Evaluation Data Sources: Parent Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Thomas Haley Elementary will offer parents opportunities to participate in events such as parent-teacher conferences, literacy night, math and science night and PTO programs in an effort to increase parent engagement.</p> <p>Strategy's Expected Result/Impact: Parents survey will reveal 85% or above in the areas of parent opportunity partnership with the campus.</p> <p>Staff Responsible for Monitoring: Administration, teachers, parents and parent liason</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Thomas Haley will increase opportunities for parents to volunteer and participate in parent classes during the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Provide parents with tools to support their students and campus.</p> <p>Staff Responsible for Monitoring: Parents liaison, Parents, and Administrations</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: 13% of our parents disagreed that teachers provide extra help when their child needs it. Root Cause: Due to teacher burnout, there was a reduction in teachers' willingness to tutor after school during 2021-2022.</p>

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: To provide parenting classes in the parent center focusing on homework, math and reading strategies, along with author studies. Family Math and Science Night activities will give parents appropriate tools and provide manipulatives to help students at home with basic math and science skills. Family literacy night will focus on fluency and comprehension.

Evaluation Data Sources: Parents will take the knowledge learned and utilize it with children at home.

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 3: Foster a culture of partnership of learning, volunteerism, and appreciation for community partners, donors, and volunteers for our parents and community members.

Evaluation Data Sources: Volunteer hours will be monitored and reported. 25 classes will be offered to parents designed to increase the ability to support our students. The campus will achieve seal of excellence.

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

State Compensatory

Budget for Thomas Haley Elementary School

Total SCE Funds: \$30,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

The campus will hire a General Instructional Paraprofessional to support students in reading and math. The additional funds will be used on educational resources and materials also targeted toward gap closure.

Personnel for Thomas Haley Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Vacant	Gen. Paraprofessional	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The principal, along with members of the guiding coalition CIC committee and campus committees (Student Culture, Leadership Ambassadors, and Vertical Teams), analyzed STAAR, MAP, and campus/district-level assessments/reports to determine campus needs assessments to target for the 2022-2023 school year. This information was shared with various stakeholders who provided feedback which led to the determination of the problem statements and root causes.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The comprehensive needs assessment (CNA) data sources were MAP, and STAAR data. We used the Systematic Root Cause Analysis protocol.

Henry Taylor-Principal

Marco Hinojosa-AP

Kanitha Atkinson-AP

Krystal Nelson-AS

Beverly Hearn-AS

Charteka Webb-Interventionist

Ezella Guyton-Causey-Teacher

Rose Fraguada-Teacher

Cynthia Molina-Teacher

Evelyn Jacobs-Teacher

John'Neshia Grisby-Teacher

Angela Force-Teacher

Hayden O'Bryan-Teacher

Kimberly Black-Teacher

Ashley Blackmon-Teacher

YOLANDA LEAVY-Business Owner

Sanko Prioleau-Community Representative

Ely Hernandez-Parent

Tiffany Erskine-Parent

Lavor Walls-District Rep

Filmon Araya Sped Teacher

Stevanna Mickel-Paraprofession/Parent Liaison

2.2: Regular monitoring and revision

The 2022-2023 CIP was reviewed on August 1st, 2022 and Oct. 13, 2022.

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

The CIP is available in the parent center, on our website, and in the Title 1 binder. The CIP is provided in English.

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Engagement Policy was provided in English and Spanish, and it was distributed electronically through Messenger by October 2022. The individuals who assisted with the development of the Parent and Family Engagement Policy are below.

Henry Taylor-Principal

Marco Hinojosa-AP

Kanitha Atkinson-AP

Krystal Nelson-AS

Beverly Hearn-AS

Charteka Webb-Interventionist

Ezella Guyton-Causey-Teacher

Rose Fraguada-Teacher

Cynthia Molina-Teacher

Evelyn Jacobs-Teacher

John'Neshia Grisby-Teacher

Angela Force-Teacher

Hayden O'Bryan-Teacher

Kimberly Black-Teacher

Ashley Blackmon-Teacher

YOLANDA LEAVY-Business Owner

Sanko Prioleau-Community Representative

Ely Hernandez-Parent

Tiffanly Erskine-Parent

Lavor Walls-District Rep

Filmon Araya Sped Teacher

Stevanna Mickel-Paraprofession/Parent Liaison

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Engagement Policy was provided in English and Spanish, and it was distributed electronically through Messenger by October 2022. The individuals who assisted with the development of the Parent and Family Engagement Policy are below.

Henry Taylor-Principal

Marco Hinojosa-AP

Kanitha Atkinson-AP

Krystal Nelson-AS

Beverly Hearn-AS

Charteka Webb-Interventionist

Ezella Guyton-Causey-Teacher

Rose Fraguada-Teacher

Cynthia Molina-Teacher

Evelyn Jacobs-Teacher

John'Neshia Grisby-Teacher

Angela Force-Teacher

Hayden O'Bryan-Teacher

Kimberly Black-Teacher

Ashley Blackmon-Teacher

YOLANDA LEAVY-Business Owner

Sanko Prioleau-Community Representative

Ely Hernandez-Parent

Tiffanly Erskine-Parent

Lavor Walls-District Rep

Filmon Araya Sped Teacher

Stevanna Mickel-Paraprofession/Parent Liaison

4.2: Offer flexible number of parent involvement meetings

We offered two annual Title I meetings for parents on September 16th and September 29th, 2022.

5. Targeted Assistance Schools Only

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

Not applicable 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>
Charteka Webb	Interventionist	Instructional	1
GORETTI MAZIMPAKA	Paraprofessional	Instructional	1
Krystal Nelson	Academic Specialist	Instructional	1
Stevanna Mickel	Parent Liaison	Parent Engagement	1