

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



# Mission Statement

Lively exists to empower students to impact the world.

## Vision

Build relationships. Teach with intention. Act with urgency.

## Value Statement

**Bulding relationships.**

**Big belief.**

**Students first.**

**Achievement.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lively Elementary is an elementary school campus located in south Irving in the middle of an older housing neighborhood. Currently our enrollment is around 780 students serving grades PK-5th. We have a mobility rate similar to that of many neighboring elementaries of close to 17%. We are around 80% hispanic when it comes to student demographics with almost half of our campus being emergent bilinguals.

Our key stakeholders consists of our instructional leadership team, team leads, PTO (parent-teacher organization), and parent volunteers. This year we will house one family night event each month to connect with more stakeholders and inform families of community resources.

Due to the high number of EBs (emergent bilinguals), many of our bilingual classes are at or over capacity. We have a one-way bilingual model and a self-contained gifted/talented format that houses all of our GT students into one classroom. We have two self-contained LIFE skills classes on our campus with 10% of our student population classified as students who receive special education services. Our Title 1 funds are used to staff our parent liaison position and an instructional aide.

After reviewing last year's discipline referral data, 33% of our referrals were coming from the same 2-3 students. There is also a disproportion in the number of males who have escalated referrals as opposed to females. We have chosen to focus more on restorative practices instead of punitive. We collaborate with parents frequently and strive to keep students in school instead of sending them home. Our attendance clerk manages a system in where we celebrate grade levels who have over 95% attendance each day. We have a high number of students enrolled on an affidavit which creates classes over capacity much of the time.

With a national high educator turnover, we had to restaff 15 positions on our campus that includes classroom teacher and paraprofessional. 1/3 of our classroom teachers have 3 or less years of teaching experience which has required us to be very intentional with professional development, observation/feedback, and ensuring that we support them as needed with mentors.

## Lively Student Demographics

Hispanic	83.16%
White	7.71%
African American	5.01%
American Indian	2.19%
Asian	1.03%
Two or More	0.90%

### **Demographics Strengths**

A strength in our demographics is that our campus demographics match that of what is considered the "norm" in the amount of students identified as SPED . Our ethnicity and EL numbers are a true representation of our community which allows us to be diligent in leading instruction that promotes bi-literacy. We are also nearing an enrollment of 800 which is closer to our campus enrollment from 4-5 years ago.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** One-third of our classroom teachers have less than 3 years of experience teacher. **Root Cause:** Our campus has a high teacher turnover from year to year. Educators are resigning at a rapid rate due to limited penalty from the state and a lack of desire to remain in the classroom.

## Student Learning

### Student Learning Summary

For the 21-22 school year Lively had an **overall STAAR** score for grade 3-5 for all content areas of:

Approaches 52%, Meets 22%, Masters 9%.

The overall **Reading** scores were:

Approaches 64%, Meets 33%, 15%

### Math

Approaches 45%, Meets 14%, 5%

### Science

Approaches 41%, Meets 10%, 3%

### Student Learning Strengths

Overall Lively's STAAR scores had an overall significant improvement in all STAAR tests. See table below.

#### **SCHOOL YEAR OVERALL APPROACHES OVERALL MEETS OVERALL MASTERS**

2020-2021	36%	13%	5%
2021 -2022	52%	22%	9%

Also, our Reading STAAR performance has increased. See table below.

#### **SCHOOL YEAR OVERALL APPROACHES OVERALL MEETS OVERALL MASTERS**

2020 - 2021	42%	15%	5%
2021 - 2022	64%	33%	15%

In 2021-2022 Lively met 12 out of 14 growth targets in math and reading.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students in grades 3rd-5th are not performing on grade level in the content area of math. **Root Cause:** Reading scores are much higher in the area of performing on grade level. Even with the ability to read and comprehend, students are not able to compute and problem solve using mathematical strategies.

**Problem Statement 2:** The percentage of students scoring in the Masters score band averages below 10% including all grade levels and content areas. **Root Cause:** There are no times of the day incorporated into the master schedule that includes extension or enrichment activities.

# School Processes & Programs

## School Processes & Programs Summary

Staff members on our campus participate in a 3-part interview process that differentiates based on the position they are applying for. Each applicant participates in an interview panel, data analysis, and presents a lesson/leads a mock meeting. Once hired, new staff members are provided a mentor and we recruit individuals as paraprofessionals who have a desire to one day become a full-time teacher.

Campus instructional leaders are placed in their positions based on skillset of data and content. Each leader facilitates and supports one content area that is led by an assistant principal. At the beginning of the school year, roles and responsibilities are reviewed as a team and CILT (campus instructional leadership team) meetings are held weekly to review student data, teacher walkthrough data, and our practices towards meeting our campus goals. Professional development is planned based on information provided to administrators at district meetings and data from classroom observations.

Our campus 3 Big Rocks this year are: Collaborative Planning, High Quality Instruction, and Positive School Culture. Effective PLCs are held once a week with agenda and pre-work submitted before. The entire CILT team will be trained in using Get Better Faster to conduct observation and feedback meetings.

The House Systems are used on the campus to promote positive student and staff culture. Every person on campus belongs to a house and house meetings and competitions are held each six weeks. Student leaders were chosen to mentor their grade level and points are awarded to students for citizenship and academic success. Capturing Kids' Hearts is the curriculum we use for SEL and daily morning meetings in all classrooms.

## School Processes & Programs Strengths

A goal prior to the beginning of the school year was to develop capacity in our campus instructional leadership team (CILT). The instructional PLCs led by the academic specialist are very effective on our campus. Each meeting prepares our teachers meetings week to week and we have already established the routine. Teachers receive agendas the day before so they can have all necessary materials. Each PLC sets time for teachers to create exit tickets for the next week's lessons to support alignment/backwards planning. During purposeful planning meetings held once each six weeks, team create their local common assessments for the next six weeks to provide a baseline for weekly exit tickets.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 59% of 5th graders scored "Did Not Meet" on the 21-22 Science STAAR test **Root Cause:** Departmentalized science teachers did not participate in any science-centered campus professional development during the 21-22 school year. Our 5th grade math teachers during the 21-22 school year also taught math with

large class sizes over 22 students.

**Problem Statement 2 (Prioritized):** Classroom teachers are not receiving at least 1 observation/feedback cycle each six weeks which prohibits opportunity to be coached on better practices. **Root Cause:** Campus administrators are unable to get into classrooms due to operational emergencies and support needed for student behavior. The loop is not closed and teachers are not provided feedback for reflective practices.

# Perceptions

## Perceptions Summary

Our campus has two community partnerships: Celanese and Plymouth Park Baptist Church. We have 4th & 5th graders who make visits to the Celanese company building twice a month through Big Brothers/Big Sisters. Plymouth Park assists us with any necessary volunteering and provides reading buddies.

The campus climate survey revealed that some of our staff felt unrecognized and wanted to have more voice. Lack of communication resulted in high stress and lack of clarity in day to day tasks. This year we created the guiding coalition that consists of a leader from each grade level team. Prior to the beginning of each six weeks, the coalition is brought in to review the calendar, provide insight on initiatives, and share ideas on how to add to campus culture. The campus leadership team meets every Monday each weeks to discuss priority instruction and operations.

Parent participation is limited. We have the same small group of parents volunteer weekly and it is predominately bilingual women who are Spanish speaking. Volunteer hours are tracked by our parent liaison and classes are now able to be held in the parent center after an absence due to COVID. Parent volunteering is limited to hours during the school day and our main day of support is on Thursdays.

## Perceptions Strengths

Students are enjoying the House Systems incorporated this school year. So far this school year, we only have a reported 10 office referrals. By hosting house rallies/competitions on Fridays it has increased Friday attendance and more positive student interactions in specials and common areas.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 17% of our student population is non-Hispanic but 0% of that population is represented in our parent volunteers. **Root Cause:** Most of the volunteer opportunities only happen during school hours and many of our parents work during that time. There is a language barrier in the parent center because the main language used in the classes is Spanish.

**Problem Statement 2:** Instructional support from paraprofessionals and instructional leadership team is inconsistent from the proposed schedule. **Root Cause:** Due to constant absences from classroom teachers, paras and CILT members had to cover classes on a day to day basis.

# Priority Problem Statements

**Problem Statement 5:** One-third of our classroom teachers have less than 3 years of experience teacher.

**Root Cause 5:** Our campus has a high teacher turnover from year to year. Educators are resigning at a rapid rate due to limited penalty from the state and a lack of desire to remain in the classroom.

**Problem Statement 5 Areas:** Demographics - Student Achievement - Demographics

**Problem Statement 4:** Students in grades 3rd-5th are not performing on grade level in the content area of math.

**Root Cause 4:** Reading scores are much higher in the area of performing on grade level. Even with the ability to read and comprehend, students are not able to compute and problem solve using mathematical strategies.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 1:** 59% of 5th graders scored "Did Not Meet" on the 21-22 Science STAAR test

**Root Cause 1:** Departmentalized science teachers did not participate in any science-centered campus professional development during the 21-22 school year. Our 5th grade math teachers during the 21-22 school year also taught math with large class sizes over 22 students.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 3:** 17% of our student population is non-Hispanic but 0% of that population is represented in our parent volunteers.

**Root Cause 3:** Most of the volunteer opportunities only happen during school hours and many of our parents work during that time. There is a language barrier in the parent center because the main language used in the classes is Spanish.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 2:** Classroom teachers are not receiving at least 1 observation/feedback cycle each six weeks which prohibits opportunity to be coached on better practices.

**Root Cause 2:** Campus administrators are unable to get into classrooms due to operational emergencies and support needed for student behavior. The loop is not closed and teachers are not provided feedback for reflective practices.

**Problem Statement 2 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) 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

# 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:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 40% to 60% by May 2023.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of reading intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR reading, MAP reading, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Every six weeks reading teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, and plan Tier 1 Instruction for the following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> teachers &amp; academic specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Lead4ward Field Guides - 211 - Title I-A - \$450</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Classroom teachers are not receiving at least 1 observation/feedback cycle each six weeks which prohibits opportunity to be coached on better practices.</p> <p><b>Root Cause:</b> Campus administrators are unable to get into classrooms due to operational emergencies and support needed for student behavior. The loop is not closed and teachers are not provided feedback for reflective practices.</p>

**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:** To demonstrate the closing of achievement gaps, in third grade the following goals have been set for these student populations:  
 Hispanic students will score 40% or higher Meets on STAAR Reading  
 White students will score 50% or higher Meets on STAAR Reading  
 English Language Learners will score 40% of higher Meets on STAAR Reading

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP, DRA, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every six weeks ELAR/SLAR teachers will be provided with purposeful planning time. During this time teachers will analyze data, plan for following six weeks and create lessons for Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase planning time which leads to increase in student performance in STAAR, MAP, district and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> teachers &amp; academic specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of reading intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR reading, MAP reading, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 42% to 80% by May 2022.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 42% to 80% by May 2022.

**Evaluation Data Sources:** mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of reading intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR reading, MAP reading, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Every six weeks ELAR/SLAR teachers will be provided with purposeful planning time. During this time teachers will analyze data, plan for following six weeks and create lessons for Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase planning time which leads to increase in student performance in STAAR, MAP, district and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> teachers &amp; academic specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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**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:** In third grade to demonstrate the closing of achievement gaps, the following goals are set for special populations:

- Hispanic students will score 28% or higher Meets on STAAR Math
- White students will score 30% or higher Meets on STAAR Math
- English Language Learners will score 28% of higher Meets on STAAR Math

**High Priority**

**Evaluation Data Sources:** STAAR, MAP, Local and district common assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every six weeks math teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, plan for following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of math intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
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**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 Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 30% to 55% by May 2023.

**High Priority**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every six weeks math teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, plan for following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of math intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR math, MAP math, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

**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 25% to 50% by May 2023.

**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every six weeks math teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, plan for following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of math intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR math, MAP math, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

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

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% in 2022 to 45% by May 2023.

Increase the percentage of White students from scoring approaching or above from 68% in 2022 to 80% by May 2023.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of reading intervention time (WIN) in master schedule for all grade levels.  <b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.  <b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning                      - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR reading, MAP reading, district common assessments, and local common assessments.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Every six weeks reading teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, and plan Tier 1 Instruction for the following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> teachers &amp; academic specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Lead4ward Field Guides - 211 - Title I-A - \$450</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Classroom teachers are not receiving at least 1 observation/feedback cycle each six weeks which prohibits opportunity to be coached on better practices.</p> <p><b>Root Cause:</b> Campus administrators are unable to get into classrooms due to operational emergencies and support needed for student behavior. The loop is not closed and teachers are not provided feedback for reflective practices.</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 3-5 grade students scoring at MEETS or above on STAAR Math from 14% to 30% by May 2023. Increase the percentage of white students scoring approaching or above from 17% in 2022 to 32% by May 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every six weeks math teachers will be provided with purposeful planning time. During this time teachers will unpack standards, analyze data, plan for following six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in STAAR, MAP, local and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of math intervention time (WIN) in master schedule for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the academic gaps in math, therefore reduce the number of Tier 3 students in need of intensive interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist and administration.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through PLC and department level meetings, we will focus on the PLC process and use data to create weekly formative assessments to support mastery on content summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR math, MAP math, district common assessments, and local common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Campus Instructional Team (CILT)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

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

**Performance Objective 1:** Campus will increase campus student attendance to 97% by end of school year. We will do this by strengthening relationship with parents, community and district resources.

**Evaluation Data Sources:** PEIMS student attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will conduct home visits when students reaches excessive absences.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance.  <b>Staff Responsible for Monitoring:</b> Administration, attendance clerk, and campus orientations</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> At least 150 parents will sign campus compact. Compact will include campus and parents commitment to increase student performance in school including attendance.  <b>Strategy's Expected Result/Impact:</b> Increase parental involvement and student attendance.  <b>Staff Responsible for Monitoring:</b> Teacher, Administration</p> <p><b>Title I:</b>                      2.4, 2.6, 4.1, 4.2  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff a parent liaison on campus to organize and facilitate parent engagement on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased level of parent engagement seen throughout the school year as measured by parent attendance at events.</p> <p><b>Staff Responsible for Monitoring:</b> Admin &amp; Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Parent Liaison - 211 - Title I-A - \$29,070</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> 17% of our student population is non-Hispanic but 0% of that population is represented in our parent volunteers. <b>Root Cause:</b> Most of the volunteer opportunities only happen during school hours and many of our parents work during that time. There is a language barrier in the parent center because the main language used in the classes is Spanish.</p>

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