

**Irving Independent School District
John Haley Elementary School
2023-2024 Campus Improvement Plan**



Mission Statement

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

Vision

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

Core Beliefs

John Haley Collective Commitments

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The population at John Haley Elementary is composed of 694 diverse students.

The ethnic groups represented are as follows:

Hispanic 91.91%

American Indian - Alaskan Native- 0.29%

Asian- 0.87%

Black - African American-2.4%

Native Hawaiian - Pacific Islander-0.14%

White-4.7%

Two-or-More-0.3%

Sped-10.40%

Overall, 92.8% of our students are at-risk.

Our mobility rate is 10.4%. The majority of students come and go from within the district. Some students come from out of state or country. Students who move and need to live with other families or whose parents do not have a place of their own are offered support through our Project Pass program in the district.

During the 22-23 school year there have been 34 reported referrals which resulted in 7 days of out-of-school suspension, 13 full days and 11 half days of in-school suspension. We analyzed the data and found the following behavior referral trends: Alleged Bullying, and Violation of student code of conduct which have resulted in In-school suspensions for the students involved. The severe behavior referrals that resulted in out of school suspension were assaults on a staff or district employee. Severe behavior interrupts our daily learning as well as the mental health and safety of our staff and students. It also affects the morale of our school.

John Haley is the second highest attended school in the district with 94.64% attendance rate. Over the last 3 years, attendance has been negatively impacted by Covid-19. As a campus, we have attendance incentives every six weeks to promote attendance. At the end of the year, students are honored who have high/perfect attendance. Our campus attendance committee along with our teachers monitor attendance and flag any trends or issues being observed. The campus committee will make parent phone calls, have parent conferences and make home visits to support the attendance initiative at John Haley.

Demographics Strengths

- Special programs are aligned with the desires of our students and with the philosophy and beliefs of our teachers and administrators.
- John Haley is the second highest attended school in the district with 94.64% attendance rate.
- small turnover in staff
- The race/ethnicity of staff is relative to the student body population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Severe student behaviors interrupts our daily learning instruction. **Root Cause:** Our campus has a PASS (behavioral) unit with students who have extreme behaviors.

Problem Statement 2 (Prioritized): We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition. **Root Cause:** New Emergent Bilingual students do not demonstrate proficiency in the native language nor the second language.

Problem Statement 3 (Prioritized): Emergent Bilingual students are not meeting gradelevel Reading and Math performance levels . **Root Cause:** J . Haley has Increased enrollment of newcomers with minimal academic skills and interrupted schooling experience.

Problem Statement 4 (Prioritized): Severe behavior affects mental health of our staff and students. **Root Cause:** Teachers need additional training on managing the behaviors and utilizing self regulation skills with students.

Student Learning

Student Learning Summary

For the 22-23 school year John Haley had an **overall STAAR** score for grades 3-5 for all content areas of:

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

Reading:

Approaches: 57%; Meets- 29%; Masters-9%

Math:

Approaches: 56%; Meets- 25%; Masters-5%

Student Learning Strengths

At John Haley students strengths is reading:

Overall- All tests

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

Reading:

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students' math achievement has declined as demonstrated on MAP and STAAR scores. **Root Cause:** Teachers needs training and develop an understanding of how to scaffold math instruction.

Problem Statement 2 (Prioritized): Students' fluency and reading comprehension is lack as reflected in BOY Screener and STAAR Scores. **Root Cause:** Students' struggle with fluency and vocabulary which impacts reading comprehension.

Problem Statement 3 (Prioritized): Teachers understanding how to set goals for their class and individual students. **Root Cause:** In the past goals have been provided to teachers for the campus and they have not had to write their own.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. **Root Cause:** Previously, the curriculum allowed for some ambiguity in teacher resources/aligned instruction. Changes will be made at the district level for next school year with clear guidelines and expectations for use.

Problem Statement 2 (Prioritized): 5.3 Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. **Root Cause:** Through observation with DDI meetings we observed that John Haley made significant progress in cycles 1-3 by strengthening our use of daily objectives and formative assessments with an emphasis on daily exit tickets. We stuck with this focus for deeper understanding to ensure implementation in classrooms was systematic and consistent across grade levels and classrooms. In order to continue a deep

Perceptions

Perceptions Summary

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

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

In addition, we provide family engagement activities such as Math and Reading Nights, TOP Dog, and Parent Volunteering to work collaboratively with parents while fostering an environment of achievement and learning.

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase parent involvement/volunteer hours during the school day **Root Cause:** Parents are still hesitant due to Covid restrictions.

Problem Statement 2 (Prioritized): We don't have community partnerships **Root Cause:** Partnerships dissolved during COVID due to COVID restrictions and economy.

Priority Problem Statements

Problem Statement 1: Severe student behaviors interrupts our daily learning instruction.

Root Cause 1: Our campus has a PASS (behavioral) unit with students who have extreme behaviors.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Root Cause 2: New Emergent Bilingual students do not demonstrate proficiency in the native language nor the second language.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers understanding how to set goals for their class and individual students.

Root Cause 3: In the past goals have been provided to teachers for the campus and they have not had to write their own.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Root Cause 4: Teachers needs training and develop an understanding of how to scaffold math instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Root Cause 5: Previously, the curriculum allowed for some ambiguity in teacher resources/aligned instruction. Changes will be made at the district level for next school year with clear guidelines and expectations for use.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 5.3 Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Root Cause 6: Through observation with DDI meetings we observed that John Haley made significant progress in cycles 1-3 by strengthening our use of daily objectives and formative assessments with an emphasis on daily exit tickets. We stuck with this focus for deeper understanding to ensure implementation in classrooms was systematic and consistent across grade levels and classrooms. In order to continue a deep

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Increase parent involvement/volunteer hours during the school day

Root Cause 7: Parents are still hesitant due to Covid restrictions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: We don't have community partnerships

Root Cause 8: Partnerships dissolved during COVID due to COVID restrictions and economy.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Emergent Bilingual students are not meeting gradelevel Reading and Math performance levels .

Root Cause 9: J . Haley has Increased enrollment of newcomers with minimal academic skills and interrupted schooling experience.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Students' fluency and reading comprehension is lack as reflected in BOY Screener and STAAR Scores.

Root Cause 10: Students' struggle with fluency and vocabulary which impacts reading comprehension.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Severe behavior affects mental health of our staff and students.

Root Cause 11: Teachers need additional training on managing the behaviors and utilizing self regulation skills with students.

Problem Statement 11 Areas: Demographics

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Increase the percentage of PK -2nd grade students who score at grade level or above.

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

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

1st grade: 57% of students will score at or above grade level EOY MCLASS





2nd grade: 49% of students will score at or above grade level EOY MCLASS

High Priority

HB3 Goal

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

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

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

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Teachers understanding how to set goals for their class and individual students. Root Cause: In the past goals have been provided to teachers for the campus and they have not had to write their own.</p>
School Processes & Programs
<p>Problem Statement 1: 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. Root Cause: Previously, the curriculum allowed for some ambiguity in teacher resources/aligned instruction. Changes will be made at the district level for next school year with clear guidelines and expectations for use.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of K -5th grade students who score at grade level or above in MAP Math assessment. This will foster foundational and strong math skills for all students.

Kindergarten: 35% will score above the 60th percentile on EOY MAP.

1st grade: 35% will score above the 60th percentile on EOY MAP

2nd grade: 29% will score above the 60th percentile on EOY MAP

3rd grade: 22% will score above the 60th percentile on EOY MAP





4th grade: 37% will score above the 60th percentile on EOY MAP

5th grade: 30% will score above the 60th percentile on EOY MAP

High Priority

Evaluation Data Sources: MAP Data

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district's state-standard aligned K-5th grade curriculum for Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Students scores will increase in campus assessments, District Common Assessments, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. Root Cause: Teachers needs training and develop an understanding of how to scaffold math instruction.</p>
<p>Problem Statement 3: Teachers understanding how to set goals for their class and individual students. Root Cause: In the past goals have been provided to teachers for the campus and they have not had to write their own.</p>
School Processes & Programs
<p>Problem Statement 1: 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. Root Cause: Previously, the curriculum allowed for some ambiguity in teacher resources/aligned instruction. Changes will be made at the district level for next school year with clear guidelines and expectations for use.</p>
<p>Problem Statement 2: 5.3 Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Root Cause: Through observation with DDI meetings we observed that John Haley made significant progress in cycles 1-3 by strengthening our use of daily objectives and formative assessments with an emphasis on daily exit tickets. We stuck with this focus for deeper understanding to ensure implementation in classrooms was systematic and consistent across grade levels and classrooms. In order to continue a deep</p>


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.


Performance Objective 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 27 % to 32 % by May 2024.


High Priority

Evaluation Data Sources: STAAR and District DCA data

Strategy 1 Details	Reviews			
<p>Strategy 1: All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all reading assessments and change instruction according to data trends.</p> <p>Strategy's Expected Result/Impact: Student mastery of reading concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p>Staff Responsible for Monitoring: Teachers, administration, instructional support</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Tutoring - 211 - Title I-A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: All instructional staff will develop and guide students to set goals for reading levels, and state and district assessments.</p> <p>Strategy's Expected Result/Impact: Reading levels of students will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning





Problem Statement 3: Teachers understanding how to set goals for their class and individual students. **Root Cause:** In the past goals have been provided to teachers for the campus and they have not had to write their own.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21 % to 26 % by May 2024.

High Priority

Evaluation Data Sources: DCA and Math STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction according to data trends.</p> <p>Strategy's Expected Result/Impact: Student mastery of math concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p>Staff Responsible for Monitoring: Teachers, administration, instructional support</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: Student Learning 3</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$1,000, IXL Program - 199 - General Funds: SCE - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: All instructional staff will develop and guide students to set goals for math, and state and district assessments.</p> <p>Strategy's Expected Result/Impact: Math will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p>Staff Responsible for Monitoring: Teachers, administration</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: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning





Problem Statement 1: Students' math achievement has declined as demonstrated on MAP and STAAR scores. **Root Cause:** Teachers needs training and develop an understanding of how to scaffold math instruction.

Problem Statement 3: Teachers understanding how to set goals for their class and individual students. **Root Cause:** In the past goals have been provided to teachers for the campus and they have not had to write their own.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase parental involvement by 2% so that all students, staff and parents are actively participating and positively engaged in the school culture.

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

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

Performance Objective 1 Problem Statements:





Perceptions

Problem Statement 1: Increase parent involvement/volunteer hours during the school day **Root Cause:** Parents are still hesitant due to Covid restrictions.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

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

Evaluation Data Sources: Attendance sheets-Professional development

Strategy 1 Details	Reviews			
<p>Strategy 1: funds for supplemental, research based, high-quality professional development in core subject areas as needed. Strategy's Expected Result/Impact: student benchmark scores, grades, professional development sign-in sheets Staff Responsible for Monitoring: campus administrators, Classroom teachers</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly surveys and feedback will be used to address support needed and coach staff. Strategy's Expected Result/Impact: Increase student academic performance Staff Responsible for Monitoring: Admin and Leadership Team</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition. Root Cause: New Emergent Bilingual students do not demonstrate proficiency in the native language nor the second language.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 2: A teacher committee will be selected that includes teachers in the grade level, leadership team members and administrators as a part of the interview process. John Haley will increase teacher retention by 10%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend district-wide recruiting events to promote and find the most dedicated teachers. Strategy's Expected Result/Impact: Hire highly qualified educators Staff Responsible for Monitoring: Admin, teacher committee</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Materials		\$1,000.00
Sub-Total					\$1,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	IXL Program		\$2,500.00
Sub-Total					\$2,500.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$2,000.00
1	1	2			\$0.00
1	2	1	Tutoring		\$2,000.00
1	3	1	Tutoring		\$2,000.00
1	4	1	Tutoring		\$1,000.00
2	1	1			\$0.00
Sub-Total					\$7,000.00