

Irving Independent School District
Keyes Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Our mission is to empower all students to be life long learners, inspiring them to reach their maximum potential as confident critical thinkers, good citizens, and future leaders in a global community.

Vision

We are collaborative role models who inspire and motivate a passion for life long learning by instilling and personifying high ethical values.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

This year Keyes Elementary enrollment includes 669 students. 92.1% of students at Keyes Elementary are considered Economically Disadvantaged, 71.6% of students are labeled ELL, and has a mobility rate of 13.3%. There is a representation of staff that mirrors the demographics of students. This helps teachers understand students' cultural background and are able to relate to their needs. The community of parents are very involved on campus. The parent center is a place that our parents feel right at home. It stays very busy in the parent center as parents are investing in their own learning, or volunteering their time to support the campus needs.

Student Learning

Student Learning Summary

Prior to the pandemic, our students have made a vast of improvement over the last school years, specifically in math and reading. Teacher retention and teacher coaching have a played a big part on this. The leadership team ensures that teachers are trained and have capacity to meet the needs of their students. For the 2021-2022 school year we are implementing a new schoolwide system of interventions. We anticipate seeing significant student growth as a result of being targeted and intentional with our intervention.

School Processes & Programs

School Processes & Programs Summary

At Keyes Elementary, the staff is committed to growing students academically through the Professional Learning Community Framework. It is our believe that when staff members work in a collaborative manner in analyzing data and creating action plans, students will make academic growth. Through this model, teachers are also learning alongside of each other that will in return build a strong professional learning community for all. In addition, Keyes staff believes that this creates a positive impact on the climate and culture of Keyes.

School Processes & Programs Strengths

Prior to the pandemic, Keyes Elementary has seen an significant increase in student achievement over the last two years. In addition, teacher retention has increased to 95%.

Perceptions

Perceptions Summary

Keyes Elementary collaborates to impact high student academic achievement.

Perceptions Strengths

Keyes Elementary climate survey indicates there is a positive climate and culture throughout the campus.

Professional Development Implementation

Professional Development Implementation Summary

Teachers will receive ongoing professional development based on campus data and student needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





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

Performance Objective 1: The percent of Kinder students "on track" on mClass will increase from 39% to 65% by June 2022.

HB3 Goal

Evaluation Data Sources: mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth in reading and writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p>Strategy's Expected Result/Impact: The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 25% to 39% by June 2022.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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>				





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

Performance Objective 2: The percent of 1st grade students "on track" on mClass will increase from 26% to 60% by June 2022.

HB3 Goal

Evaluation Data Sources: mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth in reading and writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p>Strategy's Expected Result/Impact: The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 25% to 39% by June 2022.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 3: The percent of 2nd Grade students "on track" on mClass will increase from 37% to 65% by June 2022.

HB3 Goal

Evaluation Data Sources: mClass (Dibels/IDEL)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth in reading and writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p>Strategy's Expected Result/Impact: The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 25% to 39% by June 2022.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at the meets level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 4: The percent of 3rd grade students who score at meets grade level or above on STAAR Reading will increase from 16% to 22% by June 2022.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth in reading and writing assessments.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Participation of Kinder through 3rd grade ELAR/SLAR teachers in Reading Academies.</p> <p>Strategy's Expected Result/Impact: The percentage of students that scores meets grade level or above on STAAR reading or above will increase from 25% to 39% by June 2022.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The percent of Kinder students on or above the 40th percentile on Math MAP will increase from 50% to 65% by June 2022.

HB3 Goal

Evaluation Data Sources: MAP & Campus Created Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth on math assessments. Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: The percent of 1st grade students on or above the 40th percentile on Math MAP will increase from 47% to 60% by June 2022.

HB3 Goal

Evaluation Data Sources: MAP & Campus Created Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth on math assessments. Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The percent of 2nd Grade students on or above the 40th percentile on Math MAP will increase from 45% to 65% by June 2022.

HB3 Goal

Evaluation Data Sources: MAP & Campus Created Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth on math assessments. Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
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<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</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>				

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

Performance Objective 4: The percent of 3rd grade students who score at meets grade level or above on STAAR Math will increase from 14% to 19% by June 2022.

HB3 Goal

Evaluation Data Sources: STAAR, MAP, and Campus Created Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth on math assessments. Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores. Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 1: The percent of 3rd, 4th, and 5th grade students who score at meets grade level or above on STAAR Math, Reading and Science will increase from 22% to 30% by June 2022.

HB3 Goal

Evaluation Data Sources: STAAR, MAP, and Campus Created Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated and differentiated instruction will be provided for all gifted and talented students through hands on projects, presentations, and portfolios.</p> <p>Strategy's Expected Result/Impact: At least 80% of GT students will master standards above grade level in all content areas.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, 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 meet during Collaborative Time under the PLC framework to identify areas of strengths and weakness in order to create grade level action plans.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will show growth on math, reading, and science assessments.</p> <p>Staff Responsible for Monitoring: Administration, instructional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted intervention and extension support will be provided for all students based on specific identified areas of need throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: We will consistently hold multiple parent meetings and trainings through our parent center throughout the school year.





Evaluation Data Sources: Parent Survey Responses & Sign-In Sheets (Attendance)

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff a parent liaison on campus to organize and facilitate parent engagement on campus.</p> <p>Strategy's Expected Result/Impact: Increased level of parent engagement seen throughout the school year as measured by parent attendance at events.</p> <p>Staff Responsible for Monitoring: Administration & Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: We will plan and organize multiple family events during the 2021-2022 school year.

Evaluation Data Sources: Parent attendance at school events

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a Community Engagement Committee that plans and organizes various family events on campus. Strategy's Expected Result/Impact: Increased parental engagement as seen through documented attendance at school events. Staff Responsible for Monitoring: Administration, Parent Liaison, and Community Engagement Committee members. Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Keyes Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 400

Brief Description of SCE Services and/or Programs

--

Personnel for Keyes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ailicec Diaz	K-2 Literacy Specialist	NaN
Gisela Rivera	Intervention Specialist	NaN
Linda Huerta	Academic Specialist	NaN
Maria Martinez	Parent Liaison	NaN

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Keyes Elementary students earned an overall rating of an 82 by TEA. Keyes earned a distinction for Top 25 percent: Comparative Academic Growth. There was overall growth in reading and math across the campus.

Over the previous two years, prior to the pandemic, Keyes has seen a large amount of academic growth in STAAR at the approaches, meets, and masters level in math, reading, science, and writing.

Due to the COVID-19 pandemic, the current TEA rating carried over from the 2019-2020 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following individuals are members of the Campus Improvement Committee. Each has played a role in the review and/or revision of the campus improvement plan.

Angel Alvarado, Teacher
Maria Martinez, Parent Liaison
Brandi Curtis, Teacher
Emarilys Rodriguez, Teacher
Lorena Fernandez, Teacher
Ingrid Amaya, Teacher
Daniella Garcia, Teacher
Barbara Barrios, Teacher
Isela Vazquez, Teacher
Carrie Turner, Teacher
Renee Newry, Central Office District Representative
Marlena Reyes, Parent
Sarah Antiveros, Community/Business Rep
Liliana Villado, Administrator
Liz Munoz, Administrator
Joe Estrada, Administrator

2.2: Regular monitoring and revision

The Campus Improvement Plan was and will be reviewed and/or edited on the following dates:

October 25, 2021
December 6, 2021
April 11, 2022
May 16, 2022

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

The Campus Improvement Plan was made available on campus and through parent meetings in both English and Spanish. It is also available for view on the school's website.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Keyes Parent and Family Engagement Policy was available on campus in both English and Spanish. Parents were given the opportunity to view and provide suggestions regarding the policy during the 2020-2022 school year.

The following individuals had a hand in developing the policy with assistance and feedback from a number of parents.

Angel Alvarado, Teacher
Maria Martinez, Parent Liaison
Brande Curtis, Teacher
Emarilys Rodriguez, Teacher
Lorena Fernandez, Teacher
Ingrid Amaya, Teacher
Daniella Garcia, Teacher
Barbara Barrios, Teacher
Isela Vazquez, Teacher
Carrie Turner, Teacher
Renee Newry, Central Office District Representative
Marlena Reyes, Parent
Sarah Antiveros, Community/Business Rep
Liliana Villado, Administrator
Liz Munoz, Administrator
Joe Estrada, Administrator

3.2: Offer flexible number of parent involvement meetings

Prior to the pandemic, the Keyes Parent Program/Parent Center was very active. Various parent engagement sessions and meetings were available every day on campus in the parent center. The Keyes Parent Center has won the Diamond Seal of Excellence for the second year in a row. This award is the highest honor that can be received in Irving ISD. It is based on the number of active volunteers, volunteer hours collected, and the number of parent initiatives taking place on campus. We are anticipating working back to that distinguished level this school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ailicec Diaz	K-2 Literacy Specialist	Title I	100%
Gisela Rivera	3-5 Reading Interventionist	Title I	100%
Hortenzia Meza	Instructional Para	Title I	100%
Linda Huerta	Academic Specialist	Title I	100%
Maria Martinez	Parent Liaison	Title I	100%