

Irvin Elementary

Campus Improvement Plan 2023-2024



Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is to inspire excellence today to change the world tomorrow.

As MISD We **BELIEVE**:

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high-quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity**.
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success

Priority 2: Capacity Building and Effective Leadership

Priority 3: Culture, Climate, and Safety

Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Irvin Elementary School are:

Student Data:

Grade Level Breakdown:

- 10 EE Grade Students
- 33 PreK Grade Students
- 83 Kinder Grade Students
- 93 1st Grade Students
- 114 2nd Grade Students
- 95 3rd Grade Students
- 99 4th Grade Students
- 100 5th Grade Students

Ethnicity: (percents and number of students)

- American Indian or Alaskan Native: .15%
- Asian: .80%
- Black or African American: 12%
- White: 47%
- Hispanic/Latino: 34%
- 2 or More Races: 6.2%

Gender: (percents and number of students)

- Female: 286 (46%)
- Male: 341 (54%)

Special Populations: (percents and number of students)

- Gifted and Talented: 17 (2.7%)
- Emergent Bilingual: 14 (2.2%)
- Economically Disadvantaged: 396 (63.1%)

- *Special Education: 120 (19.1%)*
- *At Risk: 70 (11.2%)*
- *504 Services: 27 (4.3%)*

2022-2023 Student Attendance Rate:

- 21-22: 94% Attendance Rate
- 22-23: 94.3% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of teachers)

- *White: 71.4% (25)*
- *Hispanic: 11.4% (4)*
- *Black or African American: 8.6% (3)*
- *2 or more: 8.6% (3)*

Teacher by Gender: (percents and number of teachers)

- *Female: 88.6% (31)*
- *Male: 11.4% (4)*

Teachers by Years of Experience: (percents and number of teachers)

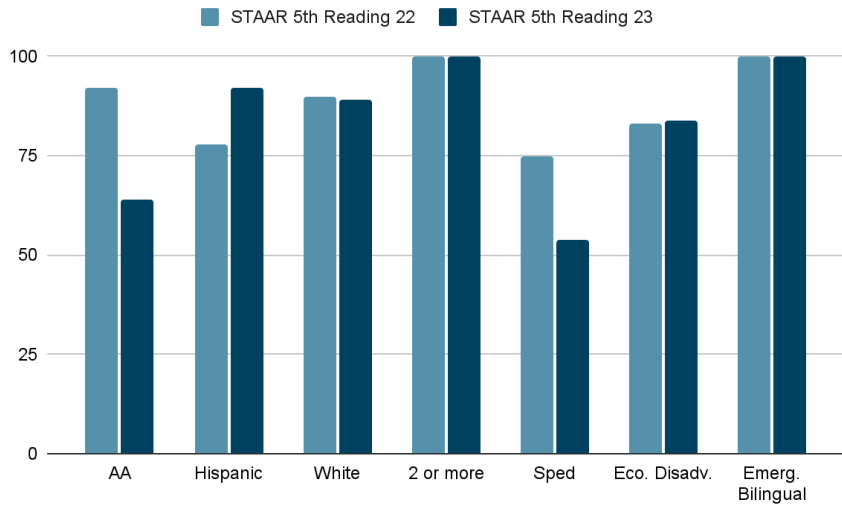
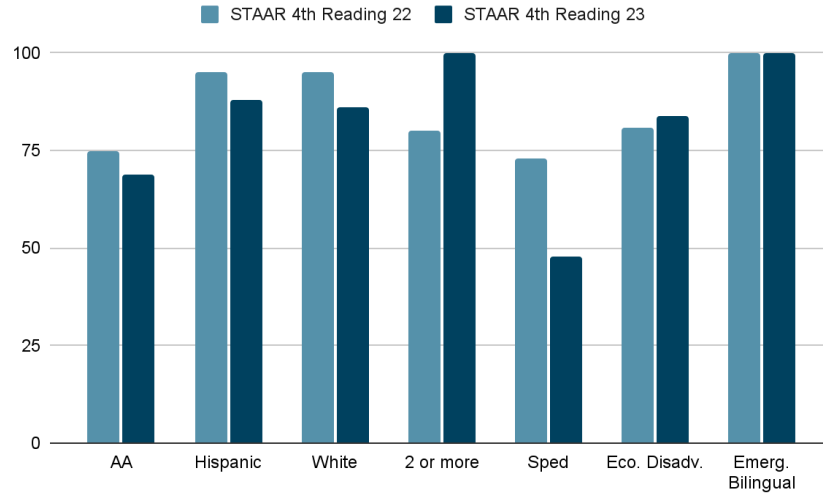
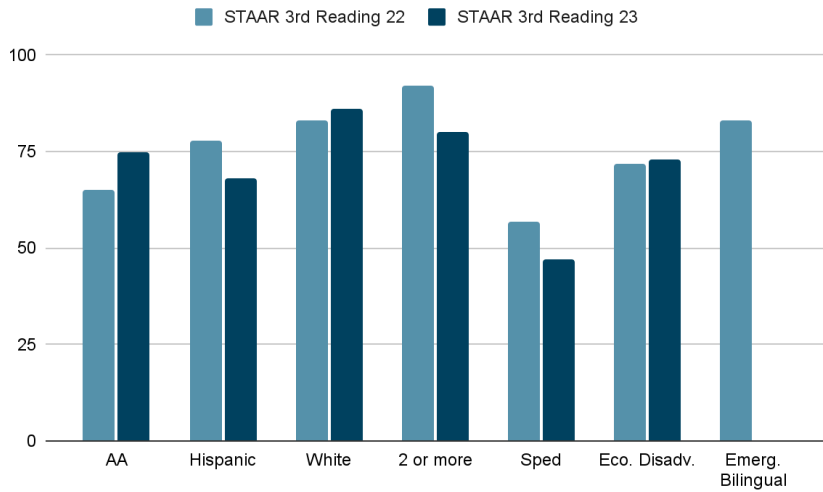
- *Beginning Teachers: 2.86% (1)*
- *1-5 Years: 34.3% (12)*
- *6-10 Years: 17.1% (6)*
- *11-20 Years: 37.1% (13)*
- *21-30 Years: 2.86% (1)*
- *Over 30 Years: 5.7% (2)*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
<i>In School Suspension (ISS)</i>	9
<i>Out of School Suspension (OSS)</i>	4
<i>DAEP</i>	0

Demographics Strength

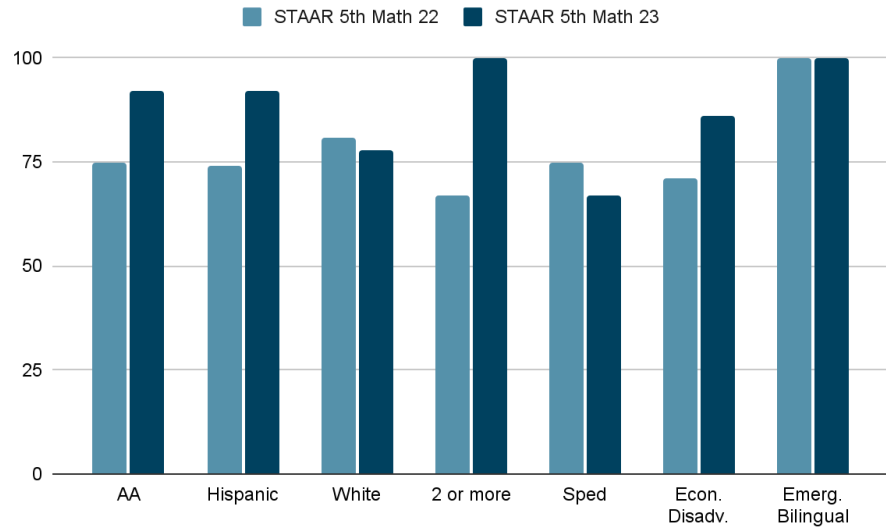
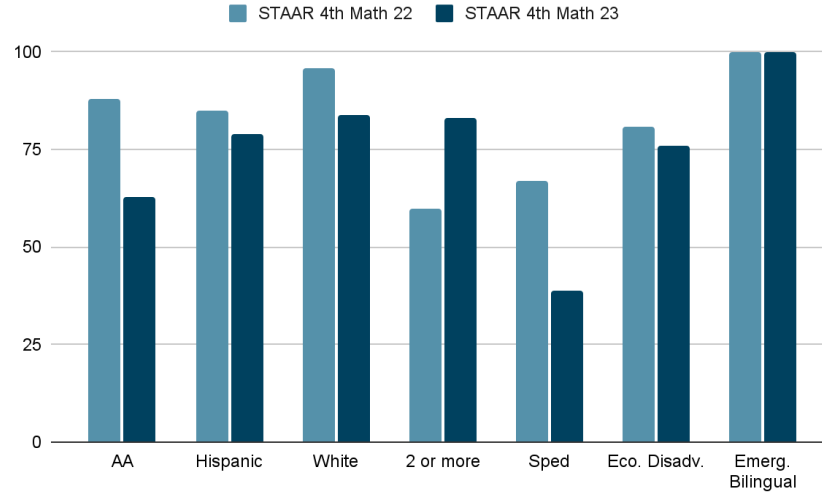
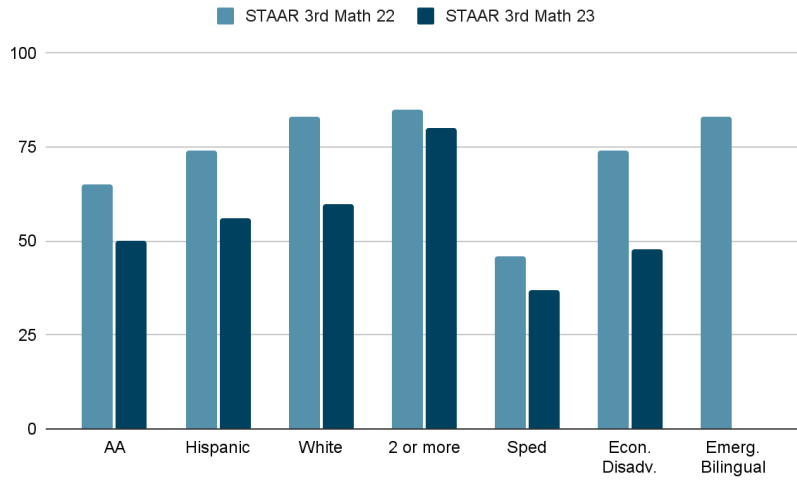
STAAR: ELAR



Demographics STAAR reading strengths:

- African American students increased in 3rd grade
- 2 or more students increased in 4th grade
- Hispanic students increased in 5th grade

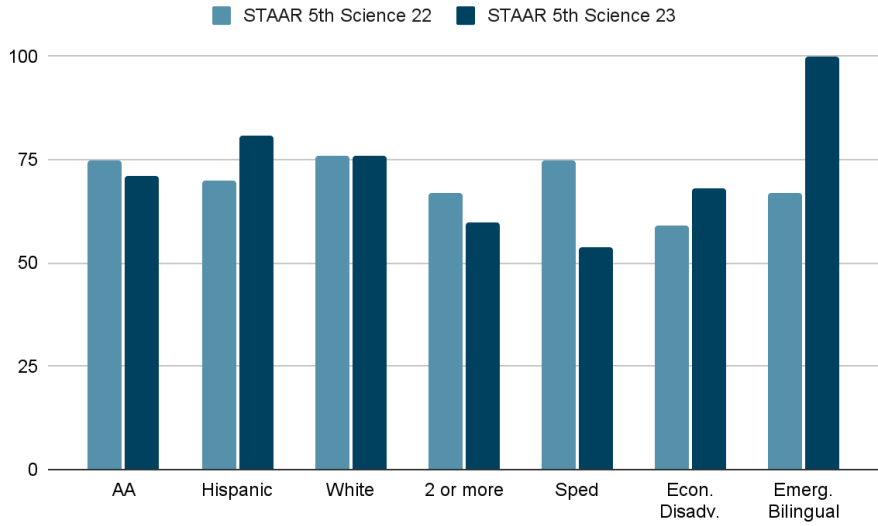
STAAR: Math



Demographics STAAR math strengths:

- Emergent Bilingual students maintained scores in 3rd and 4th
- 2 or more students increased in 5th grade

STAAR Science



Demographics STAAR Science strengths:

- White students maintained scores
- Emergent Bilingual, Economic Disadvantage, and Hispanic students increased

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math	8%		92%	
	EOY Circle Math	6%		94%	
Kinder	mClass Assessment Math BOY	23%	63%	14%	
	mClass Assessment Math EOY	18%	30%	52%	
1st Grade	mClass Assessment Math BOY	12%	61%	27%	
	mClass Assessment Math EOY	15%	45%	40%	
2nd Grade	Math MAP BOY	23%	77%	26%	9%
	Math MAP EOY	29%	71%	27%	3%
3rd Grade	Math MAP BOY	34%	66%	30%	3%
	Math MAP EOY	44%	56%	26%	5%
	STAAR 2022	23%	78%	43%	19%
	STAAR 2023	44%	57%	26%	14%
4th Grade	Math MAP BOY	28%	72%	29%	14%
	Math MAP EOY	35%	65%	27%	8%
	STAAR 2022	11%	89%	63%	36%
	STAAR 2023	25%	75%	53%	25%
5th Grade	Math MAP BOY	11%	89%	50%	20%
	Math MAP EOY	20%	80%	34%	11%
	STAAR 2022	23%	78%	47%	20%
	STAAR 2023	18%	82%	47%	24%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading	7%		93%	
	EOY Circle Reading	16%		84%	
Kinder	mClass Assessment Reading BOY	41%	21%	21%	17%
	mClass Assessment Reading EOY	22%	17%	30%	31%
1st Grade	mClass Assessment Reading BOY	27%	21%	34%	18%
	mClass Assessment Reading EOY	24%	7%	39%	30%
2nd Grade	Reading MAP BOY	44%	56%	20%	12%
	Reading MAP EOY	31%	69%	33%	12%
3rd Grade	Reading MAP BOY	38%	62%	41%	20%
	Reading MAP EOY	41%	59%	25%	16%
	STAAR 2022	19%	81%	47%	29%
	STAAR 2023	26%	74%	44%	16%
4th Grade	Reading MAP BOY	23%	77%	42%	15%
	Reading MAP EOY	26%	74%	41%	26%
	STAAR 2022	10%	90%	76%	46%
	STAAR 2023	17%	83%	52%	28%
5th Grade	Reading MAP BOY	20%	80%	45%	28%
	Reading MAP EOY	19%	81%	46%	21%
	STAAR 2022	12%	88%	63%	40%
	STAAR 2023	15%	85%	54%	24%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Irvin	2.26		Irvin	3.4		Irvin	2.98

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	12%	88%	37%	6%
	Science MAP EOY	19%	81%	51%	22%
	STAAR 2022	26%	74%	50%	27%
	STAAR 2023	27%	73%	44%	20%

Perceptions

Mission Statement:

At Irvin Elementary, we strive for success in student achievement by empowering students to form connections, and become lifelong learners, and leaders.

Vision:

Empowering students with the tools to navigate through life's journeys

Motto:

We Can Move Mountains

Staff retention: 81.2%

Capturing Kids' Hearts Survey

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation 3.8 NSS Baseline 4.1	CKH Leader Implementation 4 NSS Baseline 4	CKH Teacher Implementation 3.8 NSS Baseline 4.1	Teacher/Staff Culture/Climate 4.6 NSS Baseline 4.5	Student 3.9 NSS Baseline 4	Family 3.9 NSS Baseline 4
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Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation 4.2 NSS Baseline 4.1	CKH Leader Implementation 4.6 NSS Baseline 4	CKH Teacher Implementation 4.2 NSS Baseline 4.1	Teacher/Staff Culture/Climate 4.5 NSS Baseline 4.5	Student 3.7 NSS Baseline 4	Family 3.8 NSS Baseline 4
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Processes & Programs

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, FlyLeaf, Reading A-Z, Lalilo, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Heggerty, ESGI, Acadiance, Number Corner, Guided Math
Tests:	CIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, Stemscores, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	District Coordinators Professional Development Training provided by Curriculum & Instruction Department Math Pentathlon, All-City Choir, Destination Imagination, Art Club, News Crew, Safety Patrol

School Processes & Programs Strengths

Processes and Programs: PLC's every 3 weeks, District Planning Days, Capturing Kids Hearts, PALS, Mentor Teachers, REACH Council, Challenge Lab, iCoach support/collaboration, Irvin University (Intervention), Vertical Alignment teams, Boys Scouts, Calibration walks across the campus and district, PTO, Teacher Tag-outs

- RTI (addresses student achievement and maximizing instructional time)
 - We have two new interventionists who have aligned intervention practices with district expectations and interventionists in the district
 - Interventionists are working with teachers to provide resources for RTI
 - Protected Irvin University time (intervention) that allows teachers time to pull intervention groups as well as campus interventionist time to pull students to limit missed instructional time
- PLCs (focused plan to improve student achievement/growth)
 - The District has provided days for campus PLCs (Pink Days)
 - Campus admin has responded by organizing data and providing time to plan, align and organizing grade level PLCs with the campus iCoach to address TEKS and plans for closing gaps

Campus Committees and Leadership Teams (addresses involving staff in improvement planning)

- Capturing Kids' Hearts
 - Recognized campus and reaching students' hearts
 - We have a great Capturing Kids' Hearts team that is leading this initiative, and this has changed our perception as we educate our students
- Lead Teachers
 - Weekly meetings with lead teachers to keep all teams informed and teacher tag-outs to provide collaborative feedback.

Priority 1: Student Success

District Performance Objective 1.2		<i>All Students Exhibit Yearly Growth in Core Areas</i>				
Key Strategic Action(s)		<i>1.2c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction.</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov)	Review 2 - DEIC (March)	Review 3 - DEIC (May-June)	
			#1	#2	#3	
Provide vertical alignment planning between grade levels, 2nd-5th, to improve student progress growth measures, through intentional planning of explicit small group interventions.	Principal, Assistant Principal, Interventionists, iCoach	By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: <ul style="list-style-type: none"> 3rd-grade reading: Meets rating will increase from 44% to 47% 3rd-grade math: Meets rating will increase from 26% to 29 % 4th-grade reading: Meets rating will increase from 52% to 55% 4th-grade math: Meets rating will increase from 53% to 56% 	S			
Teachers will meet every 3 weeks in Professional Learning Communities (PLC) to review student data and plan using the explicit learning strategies of I do, you do, we do. PLCs will provide training using the Lead4ward campus dashboard to isolate and identify essential TEKS with the embedded verb for application into the lesson.	Principal, Assistant Principal, iCoach	By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: <ul style="list-style-type: none"> 3rd-grade reading: Meets rating will increase from 44% to 47% 3rd-grade math: Meets rating will increase from 26% to 29 % 4th-grade reading: Meets rating will increase from 52% to 55% 4th-grade math: Meets rating will increase from 53% to 56% 	S			

District Performance Objective 1.3		<i>Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching</i>				
Key Strategic Action(s)		1.3a Provide high-quality professional development aligned to student/teacher needs				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Teachers will attend vertical PLC's on district pink days, bi-weekly CARE Team meetings, and SAT data meetings to provide instructional feedback and research-based explicit strategies. Teachers will receive feedback and guidance to improve instructional Tier 1 strategies.	Principal, Assistant Principal, iCoach, Interventionist	Teachers will perform at the accomplished level or higher with a 3% increase in Domain 2 in using the TTESS evaluation system. Title I: By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted area: <ul style="list-style-type: none"> 3rd grade math Economically Disadvantaged: Meets rating will increase from 48% to 51% Students will improve student achievement by utilizing after school tutoring and intervention provided by Title 1 funded positions.	S			YES
Teachers will create TEK-aligned lesson plans, aligned to the district-approved curriculum, that will be reviewed weekly by Campus Administrators. Teachers will receive feedback and guidance to improve instructional Tier 1 strategies.	Principal and Assistant Principal	Teachers will improve performance levels at accomplished or higher with a 3% increase in Domain 2 in using the TTESS evaluation system.	S			

<p>Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.</p>	<p>Teachers, iCoach, Administrative Staff, Curriculum Coordinators</p>	<p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 13% from 2023 to 18%.</p> <p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 13% from 2023 to 18%.</p>	<p>S</p>			
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√ =Accomplished
 C =Considerable
 S =Some Progress
 N =No Progress
 X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 - DEIC (Nov)</i>	<i>Review 2 - DEIC (March)</i>	<i>Review 3 - DEIC (May-June)</i>	
			#1	#2	#3	
Team leaders will collaborate with the campus administrator team to provide instructional feedback to strengthen Tier 1 instruction through learning walks.	Principal, Assistant Principal, Team Leaders	<p>Team Leaders will provide instructional feedback to peers and collaborate as a leadership team to increase alignment of calibrating ratings utilizing the TTESS rubric.</p> <p>2022-2023 3.16% (average rating)</p> <p>2023-2024 3.5% (average goal rating)</p>	S			
Campus staff will provide professional development based on areas of strengths, identified by the campus leadership team to improve Tier 1 and Tier 2 instructional practices.	Principal, Assistant Principal,	<p>By 2024, the number of professional staff leading professional development/PLCs will increase by 3% by leveraging the Capturing Kids' Hearts EXCEL model.</p> <p>2022-2023 28.8%</p> <p>2023-2024 31% (goal)</p>	S			

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2c Establish systems of support and development opportunities for all staff aligned to their estimated potential.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
<p>Campus Administrators will provide an individualized instructional plan to improve instructional practices and build capacity in employees new to the campus.</p> <p>Using a BOY, MOY, and EOY survey, the new teacher mentor, campus buddies, and campus administrators will build relationships and determine areas of focus to provide support. Campus Administration, in conjunction with campus iCoach, will determine an individualized coaching cycle based on employee needs.</p>	Principal, Assistant Principal, iCoach, New Teacher Mentors	A baseline during the 23-24 school year, will be created from the survey to identify areas of focus.	S			

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Priority 3: Culture, Climate, and Safety

District Performance Objective 3.2		<i>Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement</i>				
Key Strategic Action(s)		<i>3.2a Provide opportunities for student engagement</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			#1	#2	#3	
<p>Campus staff will implement the Capturing Kids' Hearts EXCEL leadership model to intentionally communicate and create a positive classroom culture by empowering students.</p> <p>Parents will indicate on the Capturing Kids' Hearts EOY survey that students share with them about helping the teacher in the classroom, the teacher greeting them at the door, students leading Good Things, using the Social Contract, and finishing up class with Launches.</p>	Principal, Assistant Principal, Classroom teachers	<p>Title 1: This process will result in an increase of .3 points on the Capturing Kids' Hearts EOY survey from the 22-23 score of 3.2 to the 23-24 target score of 3.7.</p>	S			YES

By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94.3% to 95% for the 23-24 school year.	S			
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.	S			
District Performance Objective 3.2		<i>Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement</i>				
Key Strategic Action(s)		<i>3.2b Provide opportunities for staff engagement</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Monthly staff Affirmation Awards: Teachers will be recognized monthly with the Capturing Kids' Hearts acknowledge a colleague award. These awards are given out at faculty meetings.	Principal, Assistant Principal, Staff Members	This process will result in an increase of .3 points on the Capturing Kids' Hearts EOY survey from the 22-23 score of 4.5 to the 23-24 target score of 4.3.	S			

<p>Family Engagement:</p> <p>The campus will build a collaborative partnership with families through open communication, campus events, and support and resource networks .</p>	<p>Principal, Assistant Principal, Teachers, Counselor</p>	<p>Title I: We will partner with service providers that enable the campus to provide support services, such as mentorship, food, parenting, and instructional support benefiting students and families in need.</p> <p>Host at least 3 Family engagement events for parents such as: Math and Science Night, Literacy Night, and community support information events. Attendance incentives provided include refreshments and support materials.</p>	<p>S</p>			<p>YES</p>
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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		<i>Systematic Long-range Facility Management</i>				
Key Strategic Action(s) 4.1.a		<i>Establish a maintenance cycle for the current facilities</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).	S			
Performance Objective 4.2		<i>Effective and Efficient Cross Departmental Work Processes</i>				
Key Strategic Action(s) 4.2.a		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan	C			

Key Strategic Action(s) 4.2.b		<i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations	S			
Key Strategic Action(s) 4.2.c		<i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.	S			

Performance Objective 4.3		<i>Commitment to Financial Stewardship</i>				
Key Strategic Action(s) 4.3a		<i>Transparency of financial processes and decisions</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.	C			
Key Strategic Action(s) 4.3b		<i>Demonstrate financial stewardship to community</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.	S			

Key Strategic Action(s) 4.3C		<i>Build system capacity to ensure intentional financial solvency for maximization of district resources</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.	S			

√ =Accomplished
 C =Considerable
 S =Some Progress
 N =No Progress
 X =Discontinue

State Compensatory

Budget for Irvin Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: .25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
<i>Jessica Graves</i>	<i>CM/Inclusion paraprofessional</i>	<i>.25</i>

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Khourie Jones	Principal
Administrator	Christy Shelton	Assistant Principal
Interventionist	Toia Stevenson	Reading Interventionist
Interventionist	Shannon Hoopman	Math Interventionist
Business Representative	Ryan Timm	Business Representative
Parent	Alyssa Thomas	Parent
Parent	Sarah Robinson	Parent
Committee Member	Janice Hansen	MTA Specialist
Classroom Teacher	Alexandria Hurst	2nd grade teacher
Classroom Teacher	Rachel Medina	4th grade teacher
Classroom Teacher	Christine Dobbins	Team Leader/Kindergarten teacher
Committee Member	Elizabeth Adkins	Counselor
Classroom Teacher	Elizabeth Richardson	2nd grade teacher
Classroom Teacher	Alyssa Thompson	Special education teacher
Classroom Teacher	Taite Siemsgluz	Team Leader/1st grade teacher
Classroom Teacher	Debbie Demar	Team Leader/3rd grade teacher
Classroom Teacher	Alicia Walsh	1st grade teacher
Classroom Teacher	Allison Steben	3rd grade teacher
Classroom Teacher	Blaire Fleeman	Team Leader/2nd grade teacher
Classroom Teacher	Oralia Reyes	Art teacher

Classroom Teacher	Joshua Marek	Music teacher
Classroom Teacher	Melissa Logan	1st grade teacher