

**Irving Independent School District**  
**Barbara Cardwell Career Preparatory Center**  
**2023-2024 Improvement Plan**



# Mission Statement

Barbara Cardwell Career Preparatory Center, along with our community, will encourage high levels of learning for all students through positive relationships and rigorous instruction.

## Vision

We will meet every student where they are and build individualized plans for future success.

## Value Statement

At Barbara Cardwell, we build hope, celebrate success and produce lifelong learners,

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Enrollment

- 2017 - 331
- 2018 - 354
- 2019 - 340
- 2020 - 313
- 2021 - 215
- 2022 - 240
- 2023 - 264

#### Race/Ethnicity:

- Hispanic - 87.12%
- White - 6.44%
- African American - 5.3%
- American Indian - .38%
- Asian - .38%
- Pacific Islander - 0%
- Two or more races - .38%

#### Gender:

- Female - 52.27%
- Male - 47.73%

#### Mobility: 0

#### Student Groups:

- Economically Disadvantaged - 83.33%
- Emergent Bilingual - 53.03%
- Immigrant - 0%
- Special Education 1.89%
- At-Risk - 100%
- Homeless - 2.65%
- Gifted and Talented - 4.92%
- 504 - 16.29%

- Dyslexia - 9.47%

### **CCMR:**

- TSI - 5%
- AP - 15%
- Dual Credit - 5%
- Industry-Based Certifications - 9%

### **Staff Data:** Teachers

- Cardwell - 23
- Night Owl Academy - 4 + 1 vacancy
- Ratteree - 6

### **Years of Experience in Core Subjects:**

- Beginning (0 years ) - 1
- 1 - 5 years of experience - 8
- 6 - 10 years of experience - 9
- 11 - 20 years of experience - 3

### **Attendance:**

- 2020 - 2021 Average--84.2%
- 2021 - 2022 Average--81.0%
- 2022 - 2023 Average--78.3%
  - 9th grade: 86.15%
  - 10th grade: 84.51%
  - 11th grade: 82.44%
  - 12th grade: 77.65%

### **Graduation:**

- 2021 4-year Graduation/Completion Rate - 84.1 Drop out - 5.7%
- 2022 4-year Graduation/Completion Rate - 90.5% Drop out - 3.1%

### **Discipline:**

Increase in disciplinary placements to the DAEP increased from 4 to

# of Referrals: 85 (9th - 27; 10th - 31; 11th - 11; 12th - 16)

ISS total days: 143.5 (9th - 28.5 ; 10th - 50; 11th - 27; 12th - 38)

OSS total days: 92 (9th - 29 ; 10th - 28; 11th - 11; 12th - 24)

DEAP total days: 425 (9th - 65 ; 10th - 132; 11th - 89; 12th - 139)

The number of students in/out of the graduation lab has decreased.

Note: student discipline from other campuses pulls into Cardwell numbers, and we have accepted more students with a minor discipline history

## Demographics Strengths

- Ninth-grade attendance is the highest of the four grade levels.
- Low dropout rate for an alternative education campus
- Out of the 23 teachers, 13 have 9+ years of teaching experience.
- Cardwell had a B rating in Academic Achievement and Growth - Domains 1 & 2.
- Cardwell Night Owl teachers were certified in specific contents: Math, Science, Social Studies, and ELAR.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Decreased enrollment from the 2017-2020 school year from an average of 330 to 220 students. **Root Cause:** Reduction in the acceptance of applications due to the screening point process.

**Problem Statement 2 (Prioritized):** Decrease in overall attendance in the last three years: 2022-2023 Average--78.3% 2021-2022 Average--81.0% 2020-2021 Average--84.2%  
**Root Cause:** The tracking and monitoring system was not faithfully updated to reveal attendance concerns. All stakeholders did not consistently monitor the campus's overall tracking process.

**Problem Statement 3 (Prioritized):** Low percentage points in CCMR: TSI - 5% AP - 15% Dual Credit - 5% Industry-Based Certifications - 9% **Root Cause:** Not all Seniors were not identified to complete the Texas College Bridge program. Cardwell's master's schedule did not allow students to participate in industry-based courses. Due to low enrollment, programs such as dual credit and AP courses were not offered.

**Problem Statement 4:** Decrease in the number of advanced AP and CTE courses offered. **Root Cause:** The eight-period bell schedule did not align with the A/B block schedule from the Ratteree, preventing our students from being able to enroll in CTE courses offered.

# Student Learning

## Student Learning Summary

### STAAR Data 2022-23

The chart below shows that BCCPC's overall rating is a C. The area most impacted on our scorecard was closing the gaps.

(057912005) - Barbara Cardwell Career Preparatory Center								
Student Achievement	86 (-10)	76						
School Progress, Part A	84 (-2)	82	82	82	70%	57.4	82 (-7)	7
School Progress, Part B	ND							
Closing the Gaps	70 (-11)	59			30%	17.7		

**Student Achievement:** decrease in 10 points from the previous year

**School Progress:**

- *Part A:* decrease by 2 points from the previous year
- *Part B:* No data because there are no other schools for us to compare data to

**Closing the Gaps:** The overall letter score for Closing the Gaps is an F.

- *Academic Achievement:* 2/24 points earned
- *Student Growth:* 1/12 points earned
- *English Language Proficiency:* 0/4 points earned
- *School Quality (CCMR):* 2/12 point earned

**Closing the Gaps - Reading:** We will focus on Hispanic, EB, Eco Dis, and cont enrolled student populations. Due to only acquiring 2 component points.

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard													
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)

Reading 2023	18	11	16	30	100	100	17	11	18	0	50
	$\frac{26}{148}$	$\frac{1}{9}$	$\frac{20}{126}$	$\frac{3}{10}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{24}{142}$	$\frac{11}{102}$	$\frac{24}{135}$	$\frac{0}{2}$	$\frac{1}{2}$

**Closing the Gaps - Math:** We will focus on Hispanic, EB, Eco Dis, and cont enrolled student populations. Due to only acquiring 0 component points.

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard													
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)
Mathematics 2023	2	0	2	0	0				3	0	3		
	$\frac{1}{59}$	$\frac{0}{5}$	$\frac{1}{48}$	$\frac{0}{4}$	$\frac{0}{1}$				$\frac{1}{40}$	$\frac{0}{23}$	$\frac{1}{38}$		

### STAAR for 2022 - 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>All</b>								
Percent of Tests								
% at Approaches GL Standard or Above	57%	35%	59%	59%	67%	100%	%	%
% at Meets GL Standard or Above	18%	10%	19%	18%	67%	100%	%	%
% at Masters GL Standard	3%	0%	3%	5%	0%	0%	%	%
Number of Tests								
# at Approaches GL Standard or Above	185	7	162	13	2	1	0	0
# at Meets GL Standard or Above	60	2	51	4	2	1	0	0
# at Masters GL Standard	10	0	9	1	0	0	0	0
Total Tests	325	20	275	22	3	1	0	0
<b>Reading</b>								
Percent of Tests								
% at Approaches GL Standard or Above	44%	22%	44%	50%	100%	100%	%	%
% at Meets GL Standard or Above	18%	11%	16%	30%	100%	100%	%	%
% at Masters GL Standard	0%	0%	0%	0%	0%	0%	%	%
Number of Tests								

# at Approaches GL Standard or Above	65	2	56	5	1	1	0	0
# at Meets GL Standard or Above	26	1	20	3	1	1	0	0
# at Masters GL Standard	0	0	0	0	0	0	0	0
Total Tests	148	9	126	10	1	1	0	0

### Mathematics

#### Percent of Tests

% at Approaches GL Standard or Above	39%	20%	42%	50%	0%	%	%	%
% at Meets GL Standard or Above	2%	0%	2%	0%	0%	%	%	%
% at Masters GL Standard	0%	0%	0%	0%	0%	%	%	%

#### Number of Tests

# at Approaches GL Standard or Above	All 23	African 1	20	2	American 0	0	Pacific 0	Two or 0
# at Meets GL Standard or Above	Students 1	American 0	Hispanic 1	White 0	Indian 0	Asian 0	Islander 0	More Races 0
# at Masters GL Standard	0	0	0	0	0	0	0	0
Total Tests	59	5	48	4	1	0	0	0

### Science

#### Percent of Tests

% at Approaches GL Standard or Above	83%	67%	86%	80%	100%	%	%	%
% at Meets GL Standard or Above	23%	33%	24%	0%	100%	%	%	%
% at Masters GL Standard	2%	0%	2%	0%	0%	%	%	%

#### Number of Tests

# at Approaches GL Standard or Above	43	2	36	4	1	0	0	0
# at Meets GL Standard or Above	12	1	10	0	1	0	0	0
# at Masters GL Standard	1	0	1	0	0	0	0	0
Total Tests	52	3	42	5	1	0	0	0

### Social Studies

#### Percent of Tests

% at Approaches GL Standard or Above	82%	67%	85%	67%	%	%	%	%
% at Meets GL Standard or Above	32%	0%	34%	33%	%	%	%	%
% at Masters GL Standard	14%	0%	14%	33%	%	%	%	%

#### Number of Tests

# at Approaches GL Standard or Above	54	2	50	2	0	0	0	0
# at Meets GL Standard or Above	21	0	20	1	0	0	0	0
# at Masters GL Standard	9	0	8	1	0	0	0	0
Total Tests	66	3	59	3	0	0	0	0

### Cardwell has a high Hispanic student population.

- Reading: Out of 148 total testers.

--Hispanics: 20/126 scored approaches or above

- Math: Out of 59 total testers.

-- Hispanics: 1/48 scored meets or above

**Our focus will be in our Hispanic, Economic Disadvantaged and Continuously enrolled populations.**

College, Career and Military Readiness (TEA) for 2022 - 2023	
	Count/Credit
<b>Total</b>	
Total Graduates	242
Total Credit for CCMR Criteria	66
<b>Texas Success Initiative (TSI) Criteria</b>	
Met TSI in both ELA/Reading and Math	11
<b>ELA/Reading</b>	
Met TSI criteria for at least one indicator	11
Met TSI assessment criteria	25
Met TSI ACT criteria	4
Met TSI SAT criteria	19
Earned credit for a college prep course	3
<b>Math</b>	
Met TSI criteria for at least on indicator	23
Met TSI assessment criteria	7
Met TSI ACT criteria	1
Met TSI SAT criteria	4
Earned credit for a college prep course	13
<b>AP/IB Examination</b>	
Met criterion score on AP/IB exam in any subject	36
<b>Dual Course Credit</b>	
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	11
<b>Industry Based Credit</b>	
Earned and industry-based certification from approved list	21
<b>Level I or Level II Cert</b>	
Earn a Level I or Level II certificate (from THECB)	0
<b>Associate's Degree</b>	
Earned and associates degree while in high school	0

Complete an OnRamps course and earn three hours of college credit	0
<b>Graduated with Completed IEP and Workforce Readiness</b>	
Received graduation type code of 04,05,54, or 55	0
<b>Advanced Grad Plan &amp; Sped</b>	
Graduate under an advanced degree plan and be identified as a current special education student	4

**College and Career Readiness:**

Cardwell:

- does not have many offerings for industry certifications as reflected by the 9% score.
- does not offer a large number of AP Courses (only offering AP Spanish)
- does not offer dual credit courses, Associates degree

Cardwell relies on its CCMR points coming from students who transfer in with existing CCMR points, the one CTE pathway and Texas College Bridge course prep.

**Graduations and Dropout Rates: The 2022-23 graduation rate for 6-year is the highest at 92.8%. The dropout rate is 3.1%.**

Graduation Rate Data Table for 2022 - 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +
<b>4-Year Graduation Rate (Gr 9-12): Class of 2022</b>										
% Graduated	90.5%	100.0%	90.3%	76.9%	100.0%	75.0%	%	100.0%	90.5%	85.4%
\$ Graduated	210	25	167	10	3	3	0	2	210	70
Total in Class	232	25	185	13	3	4	0	2	232	82
<b>5-Year Graduation Rate (Gr 9-12): Class of 2021</b>										
% Graduated	91.3%	78.6%	94.1%	77.3%	50.0%	100.0%	%	100.0%	91.3%	86.4%
\$ Graduated	210	11	175	17	1	4	0	1	210	70
Total in Class	230	14	186	22	2	4	0	1	230	81
<b>6-Year Graduation Rate (Gr 9-12): Class of 2020</b>										
% Graduated	92.8%	100.0%	92.0%	92.9%	100.0%	100.0%	%	100.0%	92.8%	92.6%
\$ Graduated	155	9	127	13	3	2	0	1	155	50
Total in Class	167	9	138	14	3	2	0	1	167	54
<b>Annual Dropout Rate (Gr 9-12): SY 2021 - 2022</b>										
% Dropped Out	3.1%	8.3%	3.1%	0.0%	0.0%	0.0%	%	%	3.4%	2.4%
# Dropped Out	6	1	5	0	0	0	0	0	6	2
# of Students	191	12	161	14	3	1	0	0	175	85

**Math MAP: 40% of the students that took the Math MAP test met their growth projection.**

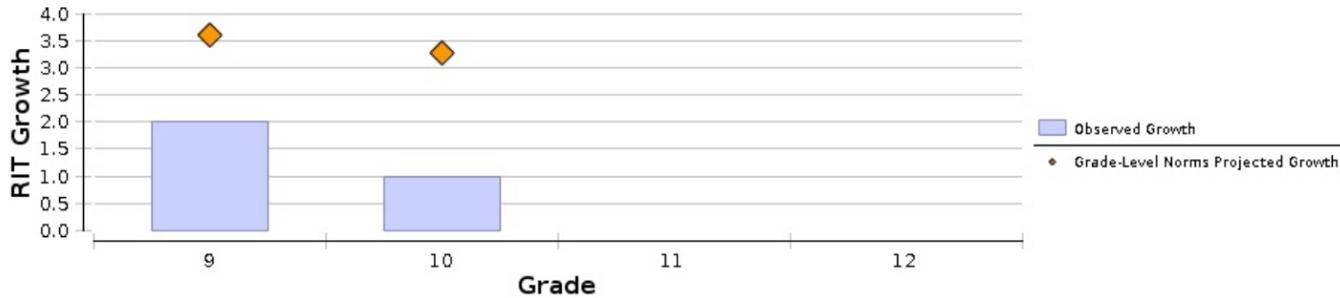
- 48% percent of 9th grade students met growth projections
- 33% percent of 10th grade students met their growth projections.

**Cardwell Career Prep Ct**

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
9	23	214.9	12.0	12	217.0	16.5	10	2	1.8	3.6	-0.78	22	23	11	48	44	
10	24	221.3	11.3	22	222.2	14.0	17	1	2.3	3.3	-1.17	12	24	8	33	35	
11	1	*			*			*					*				
12	1	*			*			*					*				

Math: Math K-12



**Reading MAP: 41% of the students that took the Reading MAP test met their growth projection.**

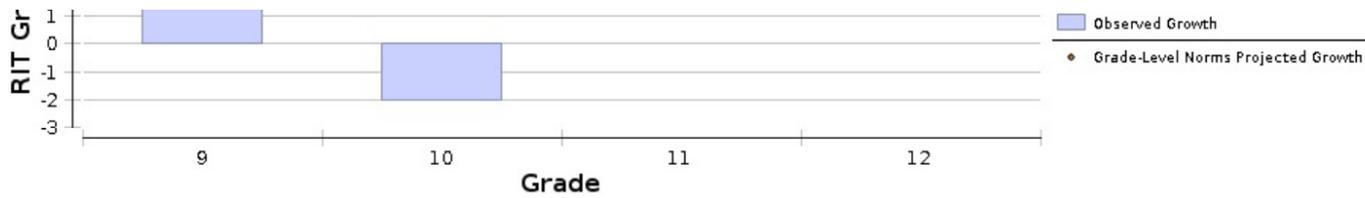
- 47% percent of 9th grade students met their growth projections
- 35% percent of 10th grade students met their growth projections.

Language Arts:  
Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
9	32	208.8	15.6	15	212.4	16.8	17	4	1.8	3.0	0.31	62	32	15	47	45	
10	26	215.2	12.3	23	213.1	16.1	11	-2	2.2	2.3	-2.66	1	26	9	35	34	
11	0	**			**			**					**				
12	0	**			**			**					**				

Language Arts: Reading





**TELPAS:**

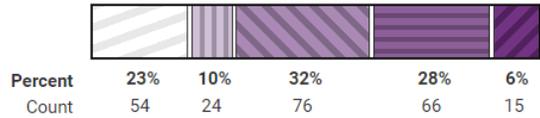
- **2021 - 2022:** 1 student was able to "reclassify" based on her testing results.



**TELPAS Composite**

Grades Tested: 9, 10, 11, 12

Tests Taken: 235 Date Last Taken: 04/05/2022



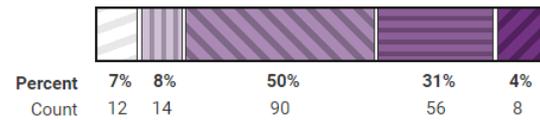
- **2022 - 2023:** No Cardwell students were able to reclassify based on their testing scores.



**TELPAS Composite**

Grades Tested: 9, 10, 11, 12

Tests Taken: 180 Date Last Taken: 03/29/2023



**Performance Levels**

- No Rating Available
- Beginning
- Intermediate
- Advanced
- Advanced High

### From the 2021 - 2022 school year to the 2022 - 2023 school year:

- there was a decrease in the percentage of students in the "no ratings available" performance level
- there was an increase in the percentage of students scoring in the "intermediate" performance level

### Student Learning Strengths

#### STAAR DATA:

- This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- 24% of the Hispanic population scored at meets or above on the Biology EOC.
- 34% of the Hispanic population scored at meets or above on the Biology EOC.
- High student participation rate for all EOCs. (95%)

#### MAP DATA:

- Reading: 9th-grade students met the projected school growth for the 2022 - 2023 school year

#### TELPAS:

- there was a decrease in the percentage of students in the "no ratings available" performance level
- there was an increase in the percentage of students scoring in the "intermediate" performance level

#### Graduation Rate:

- low dropout rate of 3.1% (6/191)
- 4th/5th/6th year graduation rates are all above 90%

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on the 2023 RLA STAAR data, only 18% of the students scored at meets or above. **Root Cause:** Students did not receive enough practice writing an extended constructive response and did not analyze their work with the STAAR rubric.

**Problem Statement 2 (Prioritized):** Based on the 2023 Math STAAR data, only 2% of the students scored at meets or above. **Root Cause:** Students did not receive math instruction from October to December. Instructional differentiation was not provided during the 90 minute block to address various learning gaps present.

**Problem Statement 3 (Prioritized):** Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. **Root Cause:** Teachers do not see the value of MAP and therefore did not use the data to drive

goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.

**Problem Statement 4:** Cardwell is underperforming in Domain 1 of STAAR accountability under CCMR. The district average score expectation is 53% and Cardwell was at 27.3%.

**Root Cause:** Cardwell's master's schedule did not allow students to participate in industry-based courses. Due to low enrollment, programs such as dual credit and AP courses were not offered.

**Problem Statement 5 (Prioritized):** Math MAP: 40% of the students who took the Math MAP test met their growth projection. 48% percent of 9th-grade students met growth projections 33% percent of 10th-grade students met their growth projections. **Root Cause:** Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.

**Problem Statement 6:** There has been a decrease in the number of students reclassifying based on their TELPAS scores. **Root Cause:** Students do not feel comfortable speaking in front of other students when testing or construct a response long enough to get Advanced High rating.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Practices:

- Our Administrative team has a list of defined roles and responsibilities.

### PLCs

- during the 22-23 school year PLCs were grouped by grade level in the master schedule.
- PLCs discussed the social-emotional well being of students, parent communications and student activities (not academic conversations)

### Cardwell Programs:

House: House is a traditional 9th - 12th grade program that students from IISD campuses apply to attend. The curriculum and instruction plan is provided by the IISD C&I team with double blocks for English I/II and Algebra I.

Graduation Lab: The Lab is a drop-out prevention program that has an AM and a PM session to allow students the options to attend school for 4 hours a day. Students attend one of the sessions each day and are taught through a computer-based program called Edgenuity. Certified teachers from every core content area rotate through the lab to support instruction and to provide HB4545 remediation. Students from IISD campuses apply to attend.

Night Owl: The Night Owl program is a drop-out prevention program that operates in the evening allowing for students to attend school after working. The curriculum is provided by the IISD C&I team and Edgenuity. Certified teachers from every core content area teach face-to-face courses and provide HB4545 remediation. Students from IISD campuses apply to attend.

SWAG (Students with a Goal): 30 minute time frame where students and teachers build relationships and make connections. This time allows for mentoring and SEL activities.

Capturing Kids Hearts (CKH) - program is a character based curriculum for students and personalized support that was implemented on campus to focus on social and emotional wellbeing, relationship driven campus culture and student connectedness. Social contracts were created by grade levels. The purpose of these behavior pacts was to address student behavior not aligned to the contract.

### CCMR guidance and counseling:

- 12th grade students participated in a "Speaker Series" each week. During this time local business owners and professionals spoke to the students about their professions and educational background.
- Once a week a CCMR coach assisted our Seniors in completing FAFSA/TAFSA and Dallas County Promise.

### Extracurricular opportunities:

In SY 22 - 23, we had 13 mentors from the University of Dallas and one mentor from the administration building. One obstacle was the district process to approve mentors.

### We held the following events:

- Community Outreach Event for Thanksgiving
- Annual Chili Cook-Off

- Project Adoption
- Literacy Night
- The following clubs/organizations were offered this year:
- Art Club, Magic the Gathering Club, Robotics Club, and Dance Club

Campus leaders organized SEL activities for students on Purposeful Planning dates prior to the calendar change, which provided the whole day off for students. Teacher leaders have organized a field day for the last day of school.

**Technology Integration:**

Students have one-to-one devices. Digital citizenship is taught to all students in the House program. Cardwell has a Technology Team that assists with computer/iPad repairs while learning a skill. The Technology Team also holds a lunch and learn for teachers to learn the simplicity of using drones in the classroom. The VILS lab has been completed and is functional for the 23-24 school year. Entrepreneurship classes and other CTE courses will be held in the lab.

**Bell Schedule:** The 8 period day schedule was created/used in order for teachers to see their students everyday.

Period	Class Times	Class Length
1	8:30 – 9:15	45
2	9:18 – 10:03 <i>(Attendance Bell - 9:25am)</i>	45
3	10:06 – 10:51	45
Eagle Time	10:54 – 11:27	33
4	11:30 – 12:48	78
A Lunch Class	11:30 – 12:00 (12:03 – 12:48)	30 45
B Lunch Class	12:18 – 12:48 (11:30 – 12:15)	30 45
5	12:51 – 1:36	45
6	1:39 – 2:24 <i>(Attendance Bell - 1:50pm )</i>	45
7	2:27 – 3:12	45
8	3:15 – 4:00	45

**School Processes & Programs Strengths**

- Cardwell offers three programs that provide our students the opportunities to attend school based on graduation plan, their social emotional needs and provided a night option for students that needed to support families during the day.
- Cardwell teachers meet every day in grade level teams which allows for more SEL and mentoring conversation time about students.
- CKH social contracts were used to address behavior and were in alignment with Positive Behavior Interventions and Supports framework.
- All students are issued either an iPad or Chromebook through the VILS (Verizon Innovative Learning Schools) grant and district technology department.
- CCMR coach assisted our Seniors once a week in completing FAFSA/TAFSA and the Dallas County Promise.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not offered the opportunity to participate in UIL extracurricular activities or attend the Ratterree for specialized training pathways. **Root Cause:** Comprehensive campuses follow an A/B block schedule and Cardwell currently runs on an 8 period day schedule.

**Problem Statement 2:** SWAG was created as an intervention period. Throughout the year it was not used for intervention instead, it was used for social and emotional check ins and mentoring. **Root Cause:** Expectations provided by the leadership team were not monitored for follow through.

**Problem Statement 3 (Prioritized):** Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work **Root Cause:** The master schedule was not created to allow for content PLCs.

**Problem Statement 4:** Unit assessments were proctored , the data was analyzed, and action steps were created; however, the plans did not include rigor or tracking for effectiveness. **Root Cause:** Leadership did not provide a framework and/or support for follow through of actions steps, including time, tools and training.

**Problem Statement 5:** Teachers did not use with fidelity the district's curriculum. Therefore the materials and resources used in the classroom were not grounded in evidence-based educational strategies. **Root Cause:** Campus leaders did not regularly conduct walkthroughs to monitor the usage and implementation of the district's curriculum and research-based strategies.

# Perceptions

## Perceptions Summary

### Student/Parent/Teacher Climate Survey:

- At the end of the 22-23 school year, Cardwell parents, students, teachers, and staff participated in an end-of-year Campus Climate Survey.
- In multiple areas, there was a disconnect on the alignment between parents, students, staff, and teachers.
  - Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication.
  - 50% of teachers responded in the climate survey that there is a lack of an academic school-wide system focused on prevention, intervention, and extension in place to support students and incorporate activities to fill gaps and challenge students.



### Student Engagement:

- **Attendance (3-year)**
  - 2020 - 2021 - 84.2%
  - 2021 - 2022 - 81%

◦ 2022 - 2023 - 78.3%

• **Drop rate and Graduation Rate:**

• Graduation Rate Data Table for 2022 - 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2022</b>											
% Graduated	90.5%	100.0%	90.3%	76.9%	100.0%	75.0%	%	100.0%	90.5%	85.4%	90.0%
\$ Graduated	210	25	167	10	3	3	0	2	210	70	9
Total in Class	232	25	185	13	3	4	0	2	232	82	10
<b>5-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	91.3%	78.6%	94.1%	77.3%	50.0%	100.0%	%	100.0%	91.3%	86.4%	100.0%
\$ Graduated	210	11	175	17	1	4	0	1	210	70	4
Total in Class	230	14	186	22	2	4	0	1	230	81	4
<b>6-Year Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	92.8%	100.0%	92.0%	92.9%	100.0%	100.0%	%	100.0%	92.8%	92.6%	75.0%
\$ Graduated	155	9	127	13	3	2	0	1	155	50	3
Total in Class	167	9	138	14	3	2	0	1	167	54	4
<b>Annual Dropout Rate (Gr 9-12): SY 2021 - 2022</b>											
% Dropped Out	3.1%	8.3%	3.1%	0.0%	0.0%	0.0%	%	%	3.4%	2.4%	0.0%
# Dropped Out	6	1	5	0	0	0	0	0	6	2	0
# of Students	191	12	161	14	3	1	0	0	175	85	5

**Staff Engagement:**

- In the 21-22 school year Cardwell lost 13 teaching positions due to low enrollment.
- In the 22-23 school Cardwell lost 5 teaching positions due to student enrollment.

**Mentorship:**

Cardwell participated in an informal partnership with the University of Dallas, where we connected with 28 mentors who met with students during lunches throughout the school year.

Cardwell partnered with Triple AAA Texas to serve our families during the holidays. Triple AAA Texas provided Thanksgiving Meals, gift cards, haircuts, and community resources to 100 families within our Cardwell Community.

We opened our building to parents and community members on several occasions: Meet the Teacher, Open House, and Literacy Night with little to no participation.

Administration mailed home a CKH Newsletter each month that communicated a monthly focus and activities.

**Community Engagement:**

Cardwell had a strong connection with our Community Representative, Nancy Jones. Because she believed in Cardwell, she donated her time and money to support student growth. She donated 3 55" Smart TVs, 2 Chrome Books, and 1 mini dorm refrigerator as incentives to increase STAAR Attendance. She also purchased \$20 gift cards for each Graduating Senior to celebrate their accomplishments. She attended every CIC meeting, and attended school events for support.

## Perceptions Strengths

Based on the 22-23 Campus Climate Survey, students, parents, and teachers believe that Cardwell provides a caring, and supportive environment. There is evidence to support the belief that all stakeholders believe that leadership displays a heart for people and that Cardwell has cultivated a nurturing feel. Students and staff feel safe at Cardwell and believe that their well-being is protected.

Students and staff believe that Cardwell's core values center around high expectations for learning within the individual classrooms. Students recognize the systems in place by their teachers to encourage participation in class discussions and activities, to engage in high levels of learning, and monitoring for academic progress that results in positive student outcomes. This speaks to the relationships that teachers build with students in their classrooms.

## Problem Statements Identifying Perceptions Needs

### Problem Statement 1:

In leveraging data to drive impactful school improvement efforts, 50% of teachers responded in the climate survey that there is a lack of an academic school-wide system focused on prevention, intervention, and extension in place to support students and incorporate activities to fill gaps and challenge students. **Root Cause:** PLC groups met as grade-level teams and focused on parent communication, student behavior, school events for students, and the social-emotional well-being of students. Teachers planned academic lessons independently.

**Problem Statement 2 (Prioritized):** Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication. **Root Cause:** Outside of using School Messenger, Cardwell did not effectively communicate with parents regarding school process and procedures, school data, or disseminate pertinent school information to parents. We did not host parent nights to communicate topics of concerns for parents or ensure they knew how we addressed those issues.

**Problem Statement 3:** The excessive absence of multiple staff members had a negative impact on student success due to disrupted learning, inconsistent teaching, lack of support, and a missed opportunity for building relational capacity. **Root Cause:** Staff members had excessive absences due to personal illness, family struggles, mental health, and professional trainings. Administration did not address attendance concerns whole group or with teachers and staff individually.

**Problem Statement 4:** In promoting positive school culture 49% of teachers feel that campus leaders are not visible and do not promote a positive school culture. **Root Cause:** Administrators were not visible during transitions. In addition, throughout the school year, teachers voiced concerns to leadership that there was not an adequate presence of administrators in classrooms to address behaviors, assess instruction, or build relationships.

# Priority Problem Statements

**Problem Statement 1:** Decrease in overall attendance in the last three years: 2022-2023 Average--78.3% 2021-2022 Average--81.0% 2020-2021 Average--84.2%

**Root Cause 1:** The tracking and monitoring system was not faithfully updated to reveal attendance concerns. All stakeholders did not consistently monitor the campus's overall tracking process.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Low percentage points in CCMR: TSI - 5% AP - 15% Dual Credit - 5% Industry-Based Certifications - 9%

**Root Cause 2:** Not all Seniors were not identified to complete the Texas College Bridge program. Cardwell's master's schedule did not allow students to participate in industry-based courses. Due to low enrollment, programs such as dual credit and AP courses were not offered.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Based on the 2023 RLA STAAR data, only 18% of the students scored at meets or above.

**Root Cause 3:** Students did not receive enough practice writing an extended constructive response and did not analyze their work with the STAAR rubric.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Based on the 2023 Math STAAR data, only 2% of the students scored at meets or above.

**Root Cause 4:** Students did not receive math instruction from October to December. Instructional differentiation was not provided during the 90 minute block to address various learning gaps present.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections.

**Root Cause 5:** Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Math MAP: 40% of the students who took the Math MAP test met their growth projection. 48% percent of 9th-grade students met growth projections 33% percent of 10th-grade students met their growth projections.

**Root Cause 6:** Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and

implement: - curriculum - data - lesson plans - content TEKS - student work

**Root Cause 7:** The master schedule was not created to allow for content PLCs.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication.

**Root Cause 8:** Outside of using School Messenger, Cardwell did not effectively communicate with parents regarding school process and procedures, school data, or disseminate pertinent school information to parents. We did not host parent nights to communicate topics of concerns for parents or ensure they knew how we addressed those issues.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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 students who score at Meets or above on STAAR English (I and II combined) from 18% to 25% by May 2024. Increase the percentage of Hispanic students from 16% to 23% at meets or above on English I & II by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP, District Common Assessments, Campus Formative Assessments, Walkthroughs, PLC Agendas, IPCs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Based on the MAP BOY data, teachers will implement differentiated lessons for students once a week based on the student's needs and skills identified as power standards. The lessons will be developed based on students' needs. Administrators will do walkthroughs to ensure it is happening.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Barbara Cardwell will implement the CER and Talk Read Talk Write literacy strategy (Claim, Evidence, Reasoning) at least twice every six weeks in all classrooms, 100%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps. This strategy will promote dialogic learning, analyzing a text, annotation skills, and writing with cited evidence.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist and APs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The RLA administrator and academic specialist will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum, including TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair/AS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Content PLCs have been embedded into the master schedule to allow teachers to work on the four PLC questions; What do we want students to know and be able to do?, How will we know if they learn it?, How will we respond when students don't learn? How will we extend the learning? Teachers with fidelity will work with the 4 guiding questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize the content PLC to discuss data, concerns, and lesson plans to help make sure instruction is aligned with the districts' curriculum and state SEs. The teachers will monitor students' formative assessments to review progress and adjust the lessons based on the student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Dept. Head</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Based on formative and summative assessment data, RLA teachers will use IXL to assist with the intervention of low TEKS for individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students increasing in their low TEKS performance on progress measures throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> APs and Department Head</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administrators and teachers will attend a professional learning community conference to learn how to reform instructional practices in the classroom, improve collaborative relationships, and support continuous improvement and environment, all lowering teacher turnover rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instructional strategies through collaborative practices and incorporating DDI to create intervention and enrichment plans.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Offer tutorial opportunities before and after school on Saturdays to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Address RLA gaps in reading and writing through small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on the 2023 RLA STAAR data, only 18% of the students scored at meets or above. <b>Root Cause:</b> Students did not receive enough practice writing an extended constructive response and did not analyze their work with the STAAR rubric.</p>
<p><b>Problem Statement 3:</b> Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>

## School Processes & Programs

**Problem Statement 3:** Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work **Root Cause:** The master schedule was not created to allow for content PLCs.

**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 students who meet or exceed projected growth on MAP Growth Reading from 41% to 55% by May 2024. Increase the percentage of Hispanic students who meet or exceed projected MAP Math growth from 40% to 50% by May 2024.

**Evaluation Data Sources:** NWEA MAP, Walkthroughs, IPC, CFAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who scored in the 20th percentile or below (tier 3) will be pulled out twice during Eagle Time to work on the reading program Lexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Sixty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY. The impact will be an increase in the number of student groups meeting Domain 3 performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and the academic specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work <b>Root Cause:</b> The master schedule was not created to allow for content PLCs.</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 students who score at Meets or above on STAAR Algebra I from 2 % to 8 % by May 2024. Increase the percentage of Hispanic students from 2% to 8% at meets or above on Algebra I by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP, District Common Assessments, Campus Formative Assessments, Walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Based on the Math MAP BOY data, teachers will implement differentiated lessons for students once a week based on the student's needs and skills identified as power standards. The lessons will be developed based on students' needs. Administrators will do walkthroughs to ensure it is happening.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator or Dept. Head</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Barbara Cardwell will implement the CER and Talk Read Talk Write literacy strategy (Claim, Evidence, Reasoning) at least twice every six weeks in all classrooms, 100%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps. This strategy will promote dialogic learning, analyzing a text, annotation skills, and writing with cited evidence.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist and APs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Math administrator and academic specialist will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum, including TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair and AP</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Content PLCs have been embedded into the master schedule to allow teachers to work on the four PLC questions; What do we want students to know and be able to do?, How will we know if they learn it?, How will we respond when students don't learn? How will we extend the learning? Teachers with fidelity will work with the 4 guiding questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize the content PLC to discuss data, concerns, and lesson plans to help make sure instruction is aligned with the districts' curriculum and state SEs. The teachers will monitor students' formative assessments to review progress and adjust the lessons based on the student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Head</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Based on formative and summative assessment data, math teachers will use Delta Math to assist with remediation of low TEKS for individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students increasing in their low TEKS performance on progress measures throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> APs and Department Head</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administrators and teachers will attend a professional learning community conference to learn how to reform instructional practices in the classroom, improve collaborative relationships, and support continuous improvement and environment, all lowering teacher turnover rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instructional strategies through collaborative practices and incorporating DDI to create intervention and enrichment plans.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Offer tutorial opportunities before and after school on Saturdays to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Address RLA gaps in reading and writing through small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on the 2023 RLA STAAR data, only 18% of the students scored at meets or above. <b>Root Cause:</b> Students did not receive enough practice writing an extended constructive response and did not analyze their work with the STAAR rubric.</p>
<p><b>Problem Statement 2:</b> Based on the 2023 Math STAAR data, only 2% of the students scored at meets or above. <b>Root Cause:</b> Students did not receive math instruction from October to December. Instructional differentiation was not provided during the 90 minute block to address various learning gaps present.</p>
<p><b>Problem Statement 3:</b> Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>

## School Processes & Programs

**Problem Statement 3:** Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work **Root Cause:** The master schedule was not created to allow for content PLCs.

**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 students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 40% to 50% by May 2024.

Increase the percentage of Hispanic students (the group most marginalized by instruction on our campus i.e., gender, race, program, other) who meet or exceed projected MAP Math growth from 40% to 50% by May 2024.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who scored in the 20th percentile or below (tier 3) will be pulled out at least twice a week either before, afterschool or during Eagle time to work on the math program Stemscores.</p> <p><b>Strategy's Expected Result/Impact:</b> Sixty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and the Dept. Chair</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work <b>Root Cause:</b> The master schedule was not created to allow for content PLCs.</p>

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

**Performance Objective 5:** Increase the percentage of students attaining TSI in ELAR & Math (select from target measure; TSI, Dual Credit, IBC) from 5 % to 15 % by May 2024.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus, i.e., gender, race, program, other) meeting CCMR from 69% to 75% by May 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, walkthroughs, enrollment in Texas College Bridge, ACT, SAT, TSI, IBCs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to participate in events and activities to increase their College, Career, and Military Readiness skills by conducting TSI, ASVAB, ACT, and SAT testing and offering the Texas College Bridge course to all graduating seniors on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students taking National Assessments, ASVAB, and an increase in the number of students completing the Texas College Bridge Course.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator &amp; Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Low percentage points in CCMR: TSI - 5% AP - 15% Dual Credit - 5% Industry-Based Certifications - 9% <b>Root Cause:</b> Not all Seniors were not identified to complete the Texas College Bridge program. Cardwell's master's schedule did not allow students to participate in industry-based courses. Due to low enrollment, programs such as dual credit and AP courses were not offered.</p>

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

**Performance Objective 1:** Barbara Cardwell will increase parent and family engagement by providing various opportunities to attract multiple audiences to campus events during the 2023-2024 school year from 2 to at least 6.

**Evaluation Data Sources:** Climate Survey, attendance sign-in sheets, campus calendar of events, and agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Barbara Cardwell will increase parent and family engagement opportunities by providing at least three campus events per semester to attract multiple audiences during the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become aware of the academic programs available at BCCPC and how they support students.</p> <p><b>Staff Responsible for Monitoring:</b> AP &amp; Dean of Students</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Cardwell's teachers, administrators, counselors, and attendance clerk will use the program called Kinvolved to communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Cardwell can communicate more with parents in their own language regarding grades and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> AP &amp; Dean of Students</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication. <b>Root Cause:</b> Outside of using School Messenger, Cardwell did not effectively communicate with parents regarding school process and procedures, school data, or disseminate pertinent school information to parents. We did not host parent nights to communicate topics of concerns for parents or ensure they knew how we addressed those issues.</p>

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

**Performance Objective 2:** Cardwell will add one additional community and business partner during the 2023-24 SY.

**Evaluation Data Sources:** Campus Improvement Plan, attendance sign-in sheets, campus calendar of events, and agendas.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Dean of Students will reach out to potential new community and business partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Bring awareness of what Cardwell has to offer, positive community relations and opportunities for student engagement in careers within the community.</p> <p><b>Staff Responsible for Monitoring:</b> The Dean of Students</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication. <b>Root Cause:</b> Outside of using School Messenger, Cardwell did not effectively communicate with parents regarding school process and procedures, school data, or disseminate pertinent school information to parents. We did not host parent nights to communicate topics of concerns for parents or ensure they knew how we addressed those issues.</p>

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

**Performance Objective 3:** By May of the 2023-24 SY, Barbara Cardwell will create a mentor/mentee program for students with community members that will impact at least 10 highly at-risk students who are overage or tier 3 per MTSS standards.

**Evaluation Data Sources:** Volunteer sign-in, feedback from students and mentors from the University of Dallas, attendance, and student academic records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Dean of students will coordinate with the volunteer organization to ensure that mentors/mentees come to campus at least once a week to conduct one-on-one mentoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in attendance, academic and social emotional well being</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Dean of students will coordinate with the volunteer organization to ensure that mentors/mentees come to campus at least once a week to engage in small group mentoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in attendance, academic and social emotional well being</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Forty-two percent of parents believe that Cardwell established a culture of trust and effective communication. <b>Root Cause:</b> Outside of using School Messenger, Cardwell did not effectively communicate with parents regarding school process and procedures, school data, or disseminate pertinent school information to parents. We did not host parent nights to communicate topics of concerns for parents or ensure they knew how we addressed those issues.</p>

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

**Performance Objective 1:** Campus instructional leaders will meet regularly to track and review student data and provide evidence-based feedback to teachers. By May 2024, with the support of the Leadership team, 100% of Core Teams (Math, RLA, Social Studies, Science) will use the PLC protocols (meeting agendas, unit internalization protocols, instructional planning calendars, lesson plans, and data-driven instruction protocols) to develop and maintain teachers' instructional planning practices.

**Evaluation Data Sources:** DDI meeting protocols, PLC agendas, IPCs, Unit Internalizations, CFAs, Know/Show charts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on IPCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from the campus instructional leaders will drive instructional planning, formative assessments, and interventions based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on collaborative team planning protocols (meeting agendas, unit internalization protocols, instructional planning calendars, and data-driven instruction protocols).</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from the campus instructional leaders will drive instructional planning, formative assessments, and interventions based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on disaggregated student academic progress data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' efficacy in analyzing data and responding to data analysis with rigorous intervention and extension plans will improve their instructional practice and ability to help each student meet achievement expectations.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on the 2023 RLA STAAR data, only 18% of the students scored at meets or above. <b>Root Cause:</b> Students did not receive enough practice writing an extended constructive response and did not analyze their work with the STAAR rubric.</p>
<p><b>Problem Statement 2:</b> Based on the 2023 Math STAAR data, only 2% of the students scored at meets or above. <b>Root Cause:</b> Students did not receive math instruction from October to December. Instructional differentiation was not provided during the 90 minute block to address various learning gaps present.</p>
<p><b>Problem Statement 3:</b> Reading MAP: 41% of the students who took the Reading MAP test met their growth projection. 47% percent of 9th-grade students met their growth projections 35% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>
<p><b>Problem Statement 5:</b> Math MAP: 40% of the students who took the Math MAP test met their growth projection. 48% percent of 9th-grade students met growth projections 33% percent of 10th-grade students met their growth projections. <b>Root Cause:</b> Teachers do not see the value of MAP and therefore did not use the data to drive goal setting with students. Administration did not set the test proctoring expectations, did not review the data with teachers, and did not monitor the intervention plans implementation.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Teachers met in grade level teams each day and did not have the opportunity to plan as a content Professional Learning Community to discuss, create and implement: - curriculum - data - lesson plans - content TEKS - student work <b>Root Cause:</b> The master schedule was not created to allow for content PLCs.</p>

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

**Performance Objective 2:** By May 2024, the campus instructional team will identify all teachers' effectiveness levels and ten teachers to coach. (Principal and Assistant Principals will coach three teachers each. The dean and AS will coach one teacher each utilize coaching best practices, and begin the implementation of the waterfall document.

**Evaluation Data Sources:** Bambrick Santoyo waterfall document, walkthrough data, coaching feedback district protocol

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The instructional leadership team will conduct learning walks with Jerry Ulibarri using the waterfall document in order to align our feedback with teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional leaders' alignment of feedback to teachers with bite-sized action steps.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By the end of 1st semester, teachers will be trained on the features and use of the waterfall document.</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers will become aware of the components and criteria of the waterfall document that will be used by the leadership team to provide feedback from walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of 1st semester, the instructional team will have calibrated a minimum of three times using the waterfall document.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback to teachers will follow the progressive sequence in the waterfall document. The bite-size feedback will be provided to teachers through the Say It, Name It, Do It protocol from Bambrick Santoyo.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** The Campus Instructional Leaders will support teachers in developing strategies to make positive connections with students, increasing the student attendance rate from 78.3% in 2022-2023 to 83% in 2023-2024.

**Evaluation Data Sources:** Attendance rate data, LEP Environment Practices, Walkthrough data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through ongoing professional development modeling and feedback to campus, the instructional leaders will support the teachers in incorporating welcoming rituals to establish safety and predictability in encouraging students to connect with the teacher and their peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve their practice in establishing predictable classrooms and stu safe of safety and connection will improve, resulting in student engagement and authentic engagement to increase.</p> <p><b>Staff Responsible for Monitoring:</b> Dean and APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p><b>Staff Responsible for Monitoring:</b> APs and Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of optimistic closures to end class time with reflection and create moments that make students look forward to returning to school each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p><b>Staff Responsible for Monitoring:</b> APs and Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Decrease in overall attendance in the last three years: 2022-2023 Average--78.3% 2021-2022 Average--81.0% 2020-2021 Average--84.2% <b>Root Cause:</b> The tracking and monitoring system was not faithfully updated to reveal attendance concerns. All stakeholders did not consistently monitor the campus's overall tracking process.</p>

# State Compensatory

## Budget for Barbara Cardwell Career Preparatory Center

**Total SCE Funds:** \$20,655.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$5,500.00
1	1	7			\$12,000.00
1	3	5			\$500.00
1	3	6			\$5,500.00
1	3	7			\$12,000.00
<b>Sub-Total</b>					<b>\$35,500.00</b>