

El Paso Independent School District
Irvin High School
2021-2022 Campus Improvement Plan



Mission Statement

"Our mission is to develop future leaders to be prepared for success in the 21st Century by engaging in Active Learning strategies and pursuing “STEAM” (Science, Technology, Engineering, Arts, and Mathematics) pathways. The enriched curriculum provides equal access and opportunity for all students to reach their fullest potential in college or in the business world.

Vision

Propelling Students into STEAM Careers through innovative classroom environments.

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| Goal 1: Active Learning Irvin HS/RNT will ensure that our community has a successful, vibrant, culturally responsive school that successfully engages and prepares all students for graduation and post-secondary success. Additionally, Irvin High School/RNT will develop a robust virtual learning environment in order to support students, teachers and staff in the event of micro closures due to COVID 19 and or other types of emergencies that may shut the school down for extended periods of time. | |
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| Goal 2: Great Community Schools Irvin HS/RNT will ensure that our students and community are served by effective employees in safe and supportive learning environments. | 13 |
| Goal 3: Lead with Character and Ethics Irvin High School/RNT will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations. | 17 |
| Goal 4: Community Partnerships Irvin HS/RNT will establish input platforms for teachers, staff, parents, and community members to provide input regarding campus spending, improvement initiatives, and other topics and will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students. | 19 |
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Comprehensive Needs Assessment

Revised/Approved: April 8, 2021

Demographics

Demographics Summary

Irvin High School is home of the Irvin Rockets. Irvin is located in North East El Paso in the vicinity of two other high schools: Chapin High and Andress High. The student population is .08% (1) Native Hawaiian or Other Pacific Islander, 3.60%(48) Black or African American, .15% (2) American Indian or Alaska Native, .60% (8) Asian, 91.14% (1,214) Hispanic Latino, 3.75% (50) White and .68%(9) of two or more races for a total of 1332 total population. Our Sub populations at Irvin High School is composed of 73% (976) At-Risk; 20% (267) LEP; 89% (1188) Economically Disadvantaged; 12% (166) SPED ; 8% (113) Gifted and Talented, .006 % (9) Migrant and .03 % (45) Immigrant.

Demographics Strengths

At Irvin High School, the faculty and staff have been working to implement programs that help our kids to excel academically. One of our strengths is our diversity. Although our students are considered economically disadvantaged, we continue to offer advanced course offerings, programs, and services to assist them in reaching their academic goals. Our facilities are currently under renovation and soon, we will be able to offer state-of-the-art classrooms that will support our 21st-century learners as well as facilitate lesson delivery by our professional staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students lack interest, engagement and focus in the classroom. **Root Cause:** Lessons are not connecting to real-world applications and there is a lack of classroom management. Professional staff needs training on supporting at-risk students. Students need goal-setting skills in order to keep them focused and engaged.

Problem Statement 2: Students do not meet attendance expectations given by the district. **Root Cause:** Students do not see the relevance of school and feel unwelcome in some classes. A system to communicate with parents effectively is needed.

Student Learning

Student Learning Summary

Irvin High School "Met Standard" on the 2018-2019 state accountability report. The overall passing rate for EOC, core subject exams, and all students was 67%. Within each subject area tests: English I: Approaches: 53% Meets:31% Masters: 3% English II: Approaches: 59% Meets: 37% Masters: 1% Algebra I: Approaches: 82% Meets: 36% Masters: 13% Biology: Approaches: 80% Meets:42% Masters:9% US History: Approaches: 66% Meets: 34% Masters: 15% (Date will be updated upon receipt of current EOC testing data).

Student Learning Strengths

All core subjects are improving. The campus has implemented a double block program for both English/Technical Writing and Algebra at the freshman level. College, Career Readiness has improved from last years. CCMR was met and improved for the campus from last year. TSI has improved from last year. ELL has improved from last year. SPED in all core subjects has improved from last year. Dual Credit Programs have improved from last year. Industry-Based Certifications has improved from last year. Our annual dropout rate has decreased from last year. TEALS was implemented last year and has been approved for this school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and teaching within virtual learning and Face to Face environment. **Root Cause:** Inexperienced and veteran professional staff do not have consistent monitoring and support. More feedback is needed for teachers so that they can internalize and implement the given, purposeful training.

Problem Statement 2 (Prioritized): Teachers need support in developing focused daily lesson plans that include formative assessments. **Root Cause:** Teachers are reluctant to deviate from past routines in regards to developing interventions ("I did this last year...").

Problem Statement 3: Teachers need training on closing the achievement gap for our students. More effective communication between professional staff is needed in order to share successful strategies (cross-curricular). **Root Cause:** Students have low reading levels and lack fundamental skills.

Problem Statement 4: Although the PLC process has improved, more consistency is needed by teachers in using formative and summative data to drive their instruction to include non-tested subjects (electives). **Root Cause:** Inconsistency in implementation of the RTI process. More strategies are needed for non-tested subjects in order to support tested subjects.

Problem Statement 5: Students lack a vision of the future because they have limited background knowledge. **Root Cause:** Due to low social economics at home, our students are not exposed to many life experiences.

School Processes & Programs

School Processes & Programs Summary

As a campus, we are implementing the ALF. As a campus, teachers are using blended learning tools such as Schoology, One Drive, Nearpod, Google docs. New Tech uses the PBL system to engage in authentic work and to solve complex problems. Problem-Solving skills and team-building skills are a challenge for our professional staff across the campus. We utilize Lead Forward, District Mandated Benchmarks, and Teacher created assessments. Data is used to create lessons and activities, and RTI, instruction, and tutoring. Scaffolding through the use of blended learning activities, shoulder partners, grouping, individual instruction. Professional staff follows and implements student IEPs, and LEP strategies and are reflected in our master schedule. As a campus, we use LeadForward, and Nearpod, district-mandated benchmarks, teacher-created assessments. Teachers study the data from these programs to determine growth and the next course of action. Core teachers meet in their PLCs every other day. Non-Core teachers now have a planning period as well as PLC time and preperiod. In the PLC's we look at data that led to data-driven instruction, have a set agenda, norms, in order to positively impact student instruction. In the PLCs, the standards are discussed and the teachers collaborate with lessons, examine lesson effectiveness. Staff development is provided on a regular basis. Administrators and ALLs actively engage in PLCs. Teachers attend PLCs, participate in leadership committees to include Level Leader committees, CIT committee, and PBIS/SEL committees. The Special Ed department shares instructional responsibilities for the same students and they plan with their collaborating teacher. They also attend PLCs. ALF, Schoology, Blended Learning activities, collaborative strategies are strategies used to enhance learning. Students and parents are allowed and encouraged to check their academic progress through the EPISD Parent Portal in TEAMS, Schoology, and the GO Center.

School Processes & Programs Strengths

The Irvin High School community achieve their goals together through the implementation of the campus-wide Social Emotional Learning (SEL), This is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students struggle to get to class on time and often experience issues with truancy. **Root Cause:** There is a lack of staff, teacher, and administration accountability for attendance and discipline. There is a lack of parent involvement.

Problem Statement 2 (Prioritized): Students are not taking advantage of the opportunities that are provided to them and for their academic success. Professional staff is not ensuring that students attend tutoring. **Root Cause:** Work needs to be done to improve student and teacher relationships.

Problem Statement 3: There is no formal mentoring program available for teachers that are new to the campus and or the teaching profession. **Root Cause:** The instructional leadership team needs to structure their efforts and improve consistency in the PLC operation in two specific areas - 1) the focus on leading PLC development and 2) instructional leadership.

Problem Statement 4: There is a disparity in the allocation of funds between tested departments and non-tested departments. **Root Cause:** Teachers need to provide input on how to best balance the budget across all departments.

Perceptions

Perceptions Summary

Irvin is in the process of establishing a new culture of respect, responsibility, safety, and trust. These core values apply to all Rockets on campus. Progress has been made with the overall perception of the campus by effectively implementing Coffee with the Principal, parent call-outs through Blackboard, Remind, as well as consistent communication with all faculty and staff, yet more can and should be done. There should be more follow-through at all levels. PBIS/SEL needs to be understood and used by all Rockets. Students, as well as teachers, need to know that their needs are being addressed and their opinions matter. The lack of school spirit is a common theme when discussing school culture and climate. In general, students and staff feel that there is a disconnect between what Student Council does and what students want. The students feel alienated and disenfranchised. As a result, they do not participate in school activities. Thus begins a cycle of declining school spirit. Teachers respond in a very similar way. There seems to be a consensus between students and faculty that more should be done to build more positive relationships between students and teachers.

Perceptions Strengths

Rocket New Tech Academy emphasizes the Active Learning model through PBL and collaboration. 2. Outreach for students shadowing different career models in the community to be prepared for the workforce. 3. PBIS/SEL committee has helped reduce discipline referrals. 4. Overall, students feel safe and feel as if they have someone at school they can go to. 5. Discipline referrals have dropped and interventions are being implemented. 6. A strong and multi-layered plan has been put into place to increase attendance. 7. More classes are following the PBL models. 8. Started to implement the student learning objectives and social-emotional learning in classes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus culture needs to improve in order for teacher and student morale to improve. **Root Cause:** Teachers feel undervalued, are overworked, and feel unappreciated by the district and campus administration. There are far too many district initiatives. Communication between departments (counseling to teachers for example) needs to improve.

Problem Statement 2: There is a lack of parental engagement and involvement in school life to include the virtual world. **Root Cause:** There is no effective communication in reaching our stakeholders.

Problem Statement 3: There is a multifaceted, campus-wide lack of community. **Root Cause:** There is a lack of effective communication between the school community, and other stakeholders.

Problem Statement 4: Our daily attendance rate has risen, but it still does not meet district expectations. **Root Cause:** Many of our student programs are not relevant to our at-risk population.

Priority Problem Statements

Problem Statement 1: Campus culture needs to improve in order for teacher and student morale to improve.

Root Cause 1: Teachers feel undervalued, are overworked, and feel unappreciated by the district and campus administration. There are far too many district initiatives. Communication between departments (counseling to teachers for example) needs to improve.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and teaching within virtual learning and Face to Face environment.

Root Cause 2: Inexperienced and veteran professional staff do not have consistent monitoring and support. More feedback is needed for teachers so that they can internalize and implement the given, purposeful training.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers need support in developing focused daily lesson plans that include formative assessments.

Root Cause 3: Teachers are reluctant to deviate from past routines in regards to developing interventions ("I did this last year...").

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are not taking advantage of the opportunities that are provided to them and for their academic success. Professional staff is not ensuring that students attend tutoring.

Root Cause 4: Work needs to be done to improve student and teacher relationships.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students struggle to get to class on time and often experience issues with truancy.

Root Cause 5: There is a lack of staff, teacher, and administration accountability for attendance and discipline. There is a lack of parent involvement.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students lack interest, engagement and focus in the classroom.

Root Cause 6: Lessons are not connecting to real-world applications and there is a lack of classroom management. Professional staff needs training on supporting at-risk students. Students need goal-setting skills in order to keep them focused and engaged.

Problem Statement 6 Areas: Demographics

Goals

Revised/Approved: May 26, 2021

Goal 1: Active Learning

Irvin HS/RNT will ensure that our community has a successful, vibrant, culturally responsive school that successfully engages and prepares all students for graduation and post-secondary success. Additionally, Irvin High School/RNT will develop a robust virtual learning environment in order to support students, teachers and staff in the event of micro closures due to COVID 19 and or other types of emergencies that may shut the school down for extended periods of time.





Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction - Goal

Irvin High School/RNT will maximize achievement for all students in 100% of the classrooms by providing students with active learning experiences that include project-based, inquiry-based, hands-on, in-depth and multi-faceted learning activities 70% of class time by the end of the school year as monitored by weekly walkthroughs. Irvin is implementing integrated classrooms to support the Active Learning model for all students. Including all RTI Tiers

Evaluation Data Sources: Curriculum-Based Assessments, Formative Assessments, Classroom Walkthrough Data, Walkthrough Feedback/Coaching, Professional Development, Teacher Surveys.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Irvin High School/RNT will support the development of the Active Learning Framework (Diamond Cohort) by monitoring the active learning practices in the classroom through targeted walkthroughs and providing teacher feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Improvement of teacher quality/Increase in learning time/Staff development forms</p> <p>Staff Responsible for Monitoring: Principal/Administration/New Tech Administration/New Tech Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Irvin High School/RNT PLCs will serve as the avenue for curriculum alignment, development of rigor, sharing of best practices, professional development, and RTI tiered instruction and support for students. Teachers will evaluate student progress.</p> <p>Strategy's Expected Result/Impact: An increase in the Approaches/ Meets Grade Level/ Masters passing rate for students in STAAR EOC exams. Improvement for classroom engagement</p> <p>Staff Responsible for Monitoring: Administration/Department Heads/Core Teachers/SPED Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3





Performance Objective 2: Special Education, ESL, and Dual Language Goals

Irvin High School/RNT will implement a Co-Teach Model by creating course sections in the master schedule to support SPED students in core subject areas with a core area teacher and a special education teacher to help increase the EOC passing rate.

Irvin High School/RNT will create course sections in the master schedule to support ELL students in core areas with additional ESL and SIOP supports

Evaluation Data Sources: All ELA students at approaching grade level 48%, at meets GL 24%, at masters1%

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Irvin High School/RNT will create course sections in the master schedule to support EL students in core areas with additional ESL and SIOP supports. Irvin HS will support overtime needed in the core subject areas.</p> <p>Strategy's Expected Result/Impact: EL sections Increase in passing rate for ELL. implement active learning into classroom practices</p> <p>Staff Responsible for Monitoring: administrators, department heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Irvin High School will provide tutoring, including HB 4545 Accelerated Instruction, utilizing data to meet the specific needs of individual students. Funding for tutoring will include tutoring by teachers and tutors.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate students on EOC.</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: HB 4545 Tutoring - 282 ESSER III ARP Funds - 282.11.6117.008.24.100.008 - \$20,020 , Certified tutors-Fringes - 211 ESEA Title I (Campus) - 211.11.614X.008.24.100.008 - \$909, Fringes for HB 4545 Tutoring - 282 ESSER III ARP Funds - 282.11.614.008.24.100.008 - \$2,875, HB 4545 Tutoring - 282 ESSER III ARP Funds - 282.11.6126.008.24.100.008 - \$22,895, Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6117.008.24.100.008 - \$7,270, fringes for HB 4545 Tutoring - 282 ESSER III ARP Funds - 211.11.614X.008.24.100.008 - \$5,747</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers and Administrators at Irvin High School will work on Curriculum Writing Teachers will be working on Biology Intervention Planning.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate students on EOC.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Curriculum Writing - 211 ESEA Title I (Campus) - 211.13.6117.008.24.100.008 - \$13,500, Curriculum Writing- Fringes - 211 ESEA Title I (Campus) - 211.13.614X.008.24.100.008 - \$1,696</p> | Formative | | | Summative |
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Goal 1: Active Learning

Irvin HS/RNT will ensure that our community has a successful, vibrant, culturally responsive school that successfully engages and prepares all students for graduation and post-secondary success. Additionally, Irvin High School/RNT will develop a robust virtual learning environment in order to support students, teachers and staff in the event of micro closures due to COVID 19 and or other types of emergencies that may shut the school down for extended periods of time.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Gifted and Talented - Goal- Teachers will use data to identify and group students based on need to address, academic gaps and growth. Teachers will evaluate student progress, review student assessment data to address areas of weakness and strengths to differentiate interventions and enrichment.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide resources, instructional materials for teachers including time to collaborate, in order to model best practices for improving students enrichment.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement, student grades, state assessment and graduation rate.</p> <p>Staff Responsible for Monitoring: Principal , assistant principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Technology - 211 ESEA Title I (Campus) - 211.11.6395.008.24.801.008 - \$13,204, Instructional supplies/materials - 211 ESEA Title I (Campus) - 211.11.6399.008.24.801.008 - \$1,518</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Irvin High School/RNT will provide teachers time to plan during scheduled PLC time in order to focus on individual student needs and lesson plans.</p> <p>Strategy's Expected Result/Impact: lesson plans uploaded on Schoology RtI tiers and intervention documented Best practice sharing during PLC</p> <p>Staff Responsible for Monitoring: department heads and admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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Goal 2: Great Community Schools

Irvin HS/RNT will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment - Goal- Irvin High School /RNT will hire only highly qualified teachers and paraprofessionals and will implement strategies to reduce the turnover rate by 2% as reported on the TAPR .

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: 1) Irvin High School/RNT will provide resources to provide incentives for faculty and staff to increase motivation, retention, and improve campus morale.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention/Improvement in campus climate</p> <p>Teacher and campus moral will improve. evident positive climate</p> <p>Staff Responsible for Monitoring: Administration; Teachers, Student Activities Manager</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - 199 General Fund - 199.23.6399.008.99.100.9.008, Refreshments school related - 199 General Fund - 199.23.6499.008.99.100.9.008, Supplies - 186 High School Allotment - 186.23.6399.008.31.500.9.008</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Irvin High School will continue to support teachers, to aid class loads in core classes in order to better support at-risk students by double blocking and team teaching.</p> <p>Strategy's Expected Result/Impact: Increase passing rates for tested areas Interventions for re-testers, improve re-testers passing rates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Student Activities Manager</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Salary SCE funded positions - 185 SCE (Campus) - 185.11.6119.008.30.000.008 - \$121,997, Fringes SCE funded positions - 185 SCE (Campus) - 185.11.614X.008.30.000.008 - \$16,145.42, Salary Title I Funded positions Function 11-Professional - 211 ESEA Title I (Campus) - 211.11.6119.008.24.801.008 - \$308,054, Fringes Title I Funded positions Function 11-Professional - 211 ESEA Title I (Campus) - 211.11.614X.008.24.801.008 - \$69,522</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Irvin High school will create school wide- positive support through PBIS and SEL. To improve academic and behavior targets that are endorsed and emphasized by students, families, and educators. Creating a safe and positive climate.</p> <p>Strategy's Expected Result/Impact: Parental involvement Positive student behavior Improvement in classroom discipline improvement classroom management. Positive teacher staff moral</p> <p>Staff Responsible for Monitoring: PBIS committee Administration Teacher mentors</p> <p>Title I Schoolwide Elements: 2.4, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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Goal 2: Great Community Schools

Irvin HS/RNT will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development - Goal- Irvin High School/RNT will provide targeted, research-based professional development to teachers and instructional staff in areas and modes identified by school personnel as reported in the Campus Improvement Plan by Spring 2020

Strategies must reflect a campus professional development plans.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: 1) Provide resources such as equipment, extra-duty pay, out-of-town (as permitted due to COVID 19) travel, in-town registration fees, and contracted services for professional development to support STEM and the implementation strategies and New Tech Network support strategies.</p> <p>Strategy's Expected Result/Impact: Increase in achievement in the areas of STEM</p> <p>See new ideas implemented in classroom due to staff development</p> <p>Staff Responsible for Monitoring: Administration, New Tech Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 2. Irvin High School/RNT will hold regular Department Head, CIT, PBIS and Communications Committee meetings in order to disseminate information, create campus initiatives, discuss progress, and improve communication.</p> <p>Strategy's Expected Result/Impact: Progress on identified initiatives</p> <p>Staff Responsible for Monitoring: Principal/G & I Assistant Principal/Department Heads</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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Goal 2: Great Community Schools

Irvin HS/RNT will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture

Irvin High School/RNT will implement a clear, consistent campus discipline plan that results in positive, safe school culture. The school will decrease discipline referrals by 30% from the previous year. Utilize PBIS committee to support discipline and implement PBIS structure utilizing faculty and student handbooks that include focused areas to improve campus culture. Include providing instructional and motivational resources to support PBIS. Implement a class for high-risk students needing social-emotional learning.

Evaluation Data Sources: Discipline, attendance data and failure data.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: 2.) Irvin High School/RNT will utilize the campus PBIS committee to support a standard discipline plan and implement PBIS structure. The campus will utilize faculty and student handbooks that include focused areas. Focused areas will include providing instructional and motivational resources to support PBIS and provide parental communication on discipline and PBIS procedures.</p> <p>Strategy's Expected Result/Impact: Reduction in disciplinary referrals by 30%</p> <p>Staff Responsible for Monitoring: Administration, PBIS Committee, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |





Goal 3: Lead with Character and Ethics

Irvin High School/RNT will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Goal

The campus budget authority in conjunction with CIT will systematically evaluate 100% of all instruction initiatives, programs, and resources in the 2020-2021 school year. Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Sources: Classroom Walkthrough Data, Response to Intervention Tracking, Individual Student Profiles, STAAR EOC results, Curriculum Based Assessments, Formative Assessments

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Irvin High School/RNT will provide resources to support classroom instruction such as educational supplies, instructional supplies, and technology. Irvin HS will provide resources to support the library. Strategy's Expected Result/Impact: Increased participation in UIL events, and an increase in CCMR Staff Responsible for Monitoring: Administration, New Tech Administrator</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: General supplies - 185 SCE (Campus) - 185.11.6399.008.30.000.008 - \$7.58</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Irvin High School/RNT will provide opportunities for students and employee travel for college visits, UIL competitions, school sponsored events, and academic field trips. Funding will be provided for end-of-year activities for all students. Strategy's Expected Result/Impact: Increased participation in UIL events/Increase in College and Career Readiness Staff Responsible for Monitoring: Administration, College and Career Readiness Coordinator, Student Activities Manager, UIL Sponsors Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |






Goal 3: Lead with Character and Ethics

Irvin High School/RNT will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 2: Irvin High School/RNT will ensure a safe and secure environment for all students, staff, and visitors. The school will ensure that everyone on campus is prepared to effectively respond to all emergencies that might affect the safety or security of students and staff.

Evaluation Data Sources: Campus cleanliness, parent/community perception data, teacher retention rate, teacher attendance, involvement in extra-curricular activities

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|---|
| <p>Strategy 1: Irvin High School /RNT will ensure that our students, employees, and community are provided with a safe, clean, and secure environment by providing security and custodial resources and materials at all times and to include school-sponsored functions.</p> <p>Strategy's Expected Result/Impact: Decrease after-hours incidents. Provide better community communication</p> <p>Staff Responsible for Monitoring: Administration, Athletic Coordinator, Student Activities Manager</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Overtime Support Personnel - 199 General Fund - 199.51.6121.008.99.000.9.008, Overtime Support Personnel - 199 General Fund - 199.52.6121.008.99.000.9.008</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: Community Partnerships

Irvin HS/RNT will establish input platforms for teachers, staff, parents, and community members to provide input regarding campus spending, improvement initiatives, and other topics and will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.


Performance Objective 1: Family Engagement- Goal








Irvin High School/RNT will promote parental involvement by increasing the number of parent-focused presentations by 50%.

Strategies should reflect the campus family and community engagement process/framework/activities.

Evaluation Data Sources: Family and community perceptions, number of parents involved, participation results from parents and community, number of modes of communication, number of community partners, observed results from conference and parent meetings.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|---|
| <p>Strategy 1: 1) Irvin High School/RNT will hold parental meetings to disseminate information, create support for campus initiatives, discuss progress towards goals and to elicit feedback from stakeholders.</p> <p>Strategy's Expected Result/Impact: Progress on identified initiatives</p> <p>Progress on identified initiatives</p> <p>Staff Responsible for Monitoring: Principal, G & I Assistant Principal, Department Chairs</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | |  |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|--|
| <p>Strategy 2: 3 Irvin High School/RNT will host regular Coffee with the Principal meetings, and parent/teacher conferences in order to keep parents and community members informed of Irvin/RNT initiatives as well as elicit feedback from stakeholders.</p> <p>Strategy's Expected Result/Impact: Progress on identified initiatives</p> <p>Staff Responsible for Monitoring: Principal/Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: To provide for parental engagement activities - 211 ESEA Title I (Campus) - 211.61.6499.008.24.801.008 - \$1,127</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Irvin High School/RNT will fund a Parent Involvement Assistant. Irvin will increase communication with the community and parental involvement in order to create a positive, campus culture.</p> <p>Strategy's Expected Result/Impact: Positive campus culture with student and teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | |  |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Irvin High School/RNT will implement strategies and incentives for STEM and New Tech Network in order to support growth.</p> <p>Strategy's Expected Result/Impact: Increased participation in UIL events/Increase in College and Career Readiness</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Budget for Irvin High School

Total SCE Funds:

Total FTEs Funded by SCE: 10.35

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Irvin High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------------|---------------------------|------------|
| Anthony Webb | Teacher | 1 |
| Ashley Rosales | HS EL English Teacher | 1 |
| Eliza Edmunds | Teacher | 1 |
| Ernesto Guillen | HS Mathematics Teacher | 1 |
| Gabriela Matsushita | HS EL English Teacher | 1 |
| Liliana Diaz | Campus Teaching Coach | 1 |
| Lucero Espinoza Morales | SCE Para LPAC | 1 |
| Mercedes Brissette | HS ESOL Teacher | 0.35 |
| Phillip Baeza | HS Social Studies Teacher | 1 |
| Vacant | Graduation Coach | 1 |
| Vacant | Campus Teaching Coach | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------------------|---------------------|------------|
| Anthony Sanchez | Teacher | Social Studies | .67 |
| Augustin Ortega | HS Social Studies Combo Teacher | Social Studies | .67 |
| Bonnie Gutierrez | College Readiness Coordinator | | 1 |
| Irma Prestridge | Teacher | Math | 1 |
| John Sy | Teacher | Science | 1 |
| Yolanda Lechuga | Parental Engagement Liaison PT | Parental Engagement | .48 |
| Yvonne Horta | Teacher | English | 1 |