El Paso Independent School District

Irvin High School

Campus Improvement Plan

2020-2021

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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 3, 2020

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 currenlty 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.

Problem Statement 2 (Prioritized): Students do not meet attedance expectation given by the district. **Root Cause:** Students do not see the relevance of school and think that classes are boring.

Student Learning

Student Learning Summary

Irvin High School "Met Standard" on the 2018-2019 state accountability report.

Overall passing rate for EOC, core subject exams, and all students was 67%.

Within each subject area tests:

English I: Approaches: 53% Meets:31% Maters: 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% Maters: 15%

Student Learning Strengths

All core subjects are improving. The campus has implemented a double block program for both English/Technical Writing and Algebra in the freshman level.

College, Career Readiness has improved from last years.

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 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 2: More consistency is needed by teachers in using formative and summative data to drive their instruction. **Root Cause:** Inconsistency in implementation of the corrective action plans for interventions.

Problem Statement 3 (Prioritized): Teachers need training on closining the achievement gap for our students. **Root Cause:** Students have low reading levels and lack fundamental skills.

Problem Statement 4 (Prioritized): Students lack a vision of the future because they have a limited background knowledge **Root Cause:** Due to low social economics at home, our students are not exposed to many life expereiences.

Problem Statement 5 (Prioritized): Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and teaching within a virtual learning environment. **Root Cause:** Inexperienced and veteran professional staff do not have consistent monitoring and support.

School Processes & Programs

School Processes & Programs Summary

As a campus, we are in the implementation stages of the ALF. However, as a campus, we have not been thoroughly trained rather only a handful of 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 Achieve 3000 (as an intervention), LeadForward (trained), District Mandated Benchmarks, and Teacher created assessments. Data is used to create lessons and activities, response to 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 Achieve 3000, 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 prep-period. 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 PLC's, 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 PLC's, participate in leadership committees to include Level Leader committees, CIT committee, and PBIS/SEL committees. The Special Ed department share in the 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 community-based Social Emotional Learning (SEL) 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): There is a disparity in the allocation of funds between tested departments and non-tested departments. **Root Cause:** Campus funds are not distributed adequately.

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

Problem Statement 4 (Prioritized): Students struggle getting to class on time and often experience issues with truancy. **Root Cause:** Lack of staff and teacher accountability within systems for tardy, truency, and disicpline.

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 persons on campus. The overall feeling from the campus is that while progress is being made, more could and should be done. There should be more follow through at all levels. PBIS needs to be understood and used by teachers. 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 StuCo 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 were several reports of members of StuCo ripping down posters that were put up from other organizations. There seems to be consensus between students and faculty that more should be done to build more positive relationships between students and teachers (see recommendations for specific examples of where and how to move past these issues).

Perceptions Strengths

1. Rocket New Tech Acacemy 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 work force.

3. PBIS 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 multilayered 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 socail emotional learning in classes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): Our daily attendance rate has risen, it still does not meet district expectations. **Root Cause:** Many of our student programs are not relevant to our at-risk population.

Problem Statement 3 (Prioritized): Campus culture needs to improve in order for teacher and student moral to improve. **Root Cause:** Teachers feel undervalued, are overworked, and feel under appreciated by the district and campus administration. There are far too many district initiatives.

Problem Statement 4 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: Students lack interest, engagement and focus in the classroom.

Root Cause 1: 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.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Inexperienced and veteran professional staff do not have consistent monitoring and support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students do not meet attedance expectation given by the district.

Root Cause 3: Students do not see the relevance of school and think that classes are boring.

Problem Statement 3 Areas: Demographics

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

Root Cause 5: Lack of staff and teacher accountability within systems for tardy, truency, and disicpline.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is no formal mentorship program available for teachers that are new to the campus and or the teaching profession.

Root Cause 6: Instructional leadership team needs to structure their efforts and improve PLC operation in two specific areas - 1) the focus on leading PLC development and 2) instructional leadership.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Professional staff is not ensuring that students attend tutoring.

Root Cause 7: Work needs to be done to improve student and teacher relationships.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a disparity in the allocation of funds between tested departments and non-tested departments.

Root Cause 8: Campus funds are not distributed adequately.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a lack of parental engagement and involvement in school life to include the virtual world.

Root Cause 9: There is no effective communication in reaching our stakeholders.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Campus culture needs to improve in order for teacher and student moral to improve.

Root Cause 10: Teachers feel undervalued, are overworked, and feel under appreciated by the district and campus administration. There are far too many district initiatives.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Our daily attendance rate has risen, it still does not meet district expectations.

Root Cause 11: Many of our student programs are not relevant to our at-risk population.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a multifaceted, campus-wide lack of community.

Root Cause 12: There is a lack of effective communication between the school community, and other stakeholders.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Students lack a vision of the future because they have a limited background knowledge

Root Cause 13: Due to low social economics at home, our students are not exposed to many life expereiences.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Teachers need training on closining the achievement gap for our students.

Root Cause 14: Students have low reading levels and lack fundamental skills.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 3, 2020

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 microclosures 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.

Summative Evaluation: Some progress made toward meeting Objective

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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improvement of teacher quality/Increase in learning time/Staff development forms	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal/Administration/New Tech Administration/New Tech Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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 tiering instruction and support for students. Teachers will evaluate student progress.	Reviews			
	Formative			Summative
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	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration/Department Heads/Core Teachers/SPED Teachers				
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**				
Funding Sources: Substitutes for In-service - 211 ESEA Title I (Campus) - 211.11.6112.008.24.362.008 - $5,000, Fringes for subs - 211 ESEA Title I (Campus) - 211.11.6141.008.24.362.008 - $73				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 microclosures 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 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%

   Summative Evaluation: Significant progress made toward meeting Objective

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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: EL sections Increase in passing rate for ELL. implement active learning into classroom practices	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: administrators, department heads				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy**				

Strategy 2: Irvin High School will provide department generated after-school tutoring utilizing data to meet the specific needs of individual students. Funding for tutoring will include tutoring by teachers and Tutor Aides. and snacks and drinks for students attending tutoring in the all student group. Additional Carryover funding will be added to the tutoring by teachers and Tutor Aides. A transfer of $8000 will be made to Technology. Students are in need of iPads.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact:
Increase in passing rate students on EOC.

Staff Responsible for Monitoring: Administration/Teachers

Title I Schoolwide Elements: 2.5, 2.6 - **Comprehensive Support Strategy**

Funding Sources: Non Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6126.008.24.019.008 - $7,000, Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6117.008.24.019.008 - $7,000, Non Certified2-Tutor fringes - 211 ESEA Title I (Campus) - 211.11.6141.008.24.019.008 - $102, Certified -Tutors Fringe - 211 ESEA Title I (Campus) - 211.11.614X.008.24.019.008 - $1,696, Tutoring - Certified Tutors - 185 SCE (Campus) - 185.11.6117.008.30.100.008 - $15,000, Fringes - Certified Tutors - 185 SCE (Campus) - 185.11.614X.008.30.100.008 - $2,362, Tutor Aides - Non Certified - 185 SCE (Campus) - 185.11.6126.008.30.100.008 - $7,000, Tutor Aides Fringes - Non Certified - 185 SCE (Campus) - 185.11.6141.008.30.100.008, Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6117.008.24.100.008 - $15,000, Certified Tutors -Fringe - 211 ESEA Title I (Campus) - 211.11.614X.008.24.100.008 - $0, Non-Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6126.008.24.100.008, Non-Certified Tutors -Fringe - 211 ESEA Title I (Campus) - 211.11.6141.008.24.100.008, Snacks for Tutoring - 211 ESEA Title I (Campus) - 211.11.6499.008.24.801.008 - $1,000

Strategy 3: Teachers and Administrators at Irvin High School will work on Curriculum Writing for the New "Virtual Teaching" funded by Title 1 Carryover money.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Increase in passing rate students on EOC.

Staff Responsible for Monitoring: Teachers and Administrators

Title I Schoolwide Elements: 2.5, 2.6

Funding Sources: Certified Teachers - 211 ESEA Title I (Campus) - 211.13.6117.008.24.019.008 - $20,000, Certified Teachers- fringes - 211 ESEA Title I (Campus) - 211.13.614X.008.24.019.008 - $2,260

Strategy 4: Teachers and Administrators at Irvin High School will work on Curriculum Writing funded by Continuity Grant Program Profile 21.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Increase in passing rate students on EOC.

Staff Responsible for Monitoring: Teachers and Administrators

Funding Sources: Continuity Grant - 211 ESEA Title I (Campus) - 276.13.6117.008.24.000.008 - $21,000

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 microclosures 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 enrichments.

Evaluation Data Sources: None

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Provide resources, instructional materials for teachers including time to collaborate, in order to model best practices for improving students enrichment.			Reviews		
			Formative		Summative
Strategy's Expected Result/Impact: Improved academic achievement, student grades, state assessment and graduation rate.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal , assistant prinicipals					
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**					
Funding Sources: Substitutes - 199 General Fund - 199.11.6112.008.11.362.9.008, Substitutes - 186 High School Allotment - 186.11.6112.008.31.362.9.008, Instructional supplies/materials - 211 ESEA Title I (Campus) - 211.11.6399.008.24.801.0.008					
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.			Reviews		
Strategy's Expected Result/Impact: lesson plans uploaded on schoology			Formative		Summative
RtI tiers and intervention documented Best practice sharing during PLC		Nov	Feb	Apr	June
Staff Responsible for Monitoring: deptment heads and admin					
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 .

Evaluation Data Sources: None

Summative Evaluation: Significant progress made toward meeting Objective

Strategy	Reviews			
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. **Strategy's Expected Result/Impact:** Increase in teacher retention/Improvement in campus climate Teacher and campus moral will improve. evident positive climate **Staff Responsible for Monitoring:** Administration; Teachers, Student Activities Manager **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** **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	Formative			Summative
	Nov	Feb	Apr	June
				→
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. **Strategy's Expected Result/Impact:** Increase passing rates for tesed areas Interventions for retersters, improve retesters passing rates. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Student Activities Manager **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** **Funding Sources:** Salary SCE funded positions - 185 SCE (Campus) - 185.11.6119.008.30.000.008 - $124,052.29, Fringes SCE funded positions - 185 SCE (Campus) - 185.11.614X.008.30.000.008 - $18,056.63, Stipend - 185 SCE (Campus) - 185.11.6118.008.30.000.008 - $0, Salary Title I Funded positions Function 11-Professional - 211 ESEA Title I (Campus) - 211.11.6119.008.24.801.008 - $241,677.30, Salary Function 31 Title I Supplemental Counselor - 211 ESEA Title I (Campus) - 211.31.6119.008.24.801.008 - $62,050.41, Fringes Title I Funded positions Function 11-Professional - 211 ESEA Title I (Campus) - 211.11.614X.008.24.801.008 - $55,065.53, Fringes Function 31 Title I Supplemental Counselor - 211 ESEA Title I (Campus) - 211.31.614X.008.24.801.008 - $13,480.28, Stipend (Academics) - 211 ESEA Title I (Campus) - 211.11.6118.008.24.801.008	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				→

Strategy 3: Irvin High School will provide resources such as a stipend for Dance Instructor/Flag Instructor ($2500 each) for time spent on after-hours activities and efforts that contribute to school spirit, improve campus morale, parental involvement and working with at-risk students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in the number of students enrolled in dance. Increase in the number of attendees at school sponsored events. Improve school spirit	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Student Activities Manager				
Title I Schoolwide Elements: 2.5, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**				
Funding Sources: Tutoring - 199 General Fund - 199.36.6117.008.99.100.9.008				

Strategy 4: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parental invovement Positive student behavior Improvement in classroom discipline improvement classroom management. Positive teacher staff moral	Nov	Feb	Apr	June
Staff Responsible for Monitoring: PBIS committee Administration Teacher mentors				
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**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.

Evaluation Data Sources: None

Summative Evaluation: Met Objective

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. Transfer of funds to cover for teachers who are attending the Advanced Placement courses being offered at UTEP during the summer. Additional Carryover money to provide Registration Fees for in-town Staff Development.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in achievement in the areas of STEM See new ideas implemented in classroom due to staff development **Staff Responsible for Monitoring:** Administration, New Tech Administrator **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** **Funding Sources:** Registration Fees - Staff Development - 211 ESEA Title I (Campus) - 211.13.6499.008.24.019.008 - $5,000, - 211 ESEA Title I (Campus) - 211.11.6411.008.24.801.008 - $5,000, Travel - Out of Town Staff Development (Teachers) - 211 ESEA Title I (Campus) - 211.13.6411.008.24.801.008, Travel - Out of Town Staff Development (Admin) - 211 ESEA Title I (Campus) - 211.23.6411.008.24.801.008 - $5,000, Tutoring - 199 General Fund - 199.11.6117.008.11.000.9.008, Travel - 199 General Fund - 199.13.6411.008.11.100.9.008, Staff Development/Summer trainings - 199 General Fund - 199.13.6499.008.11.100.9.008, Clerical - 199 General Fund - 199.23.6121.008.99.000.9.008, sub clerical - 199 General Fund - 199.23.6122.008.99.100.9.008, subs support personnel - 199 General Fund - 199.23.6122.008.99.362.9.008, travel adm. - 199 General Fund - 199.23.6411.008.99.100.9.008, Misc. Operating Costs - 211 ESEA Title I (Campus) - 186.11.6411.008.31.100.008, Misc. Operating Costs - 186 High School Allotment - 186.13.6411.008.31.100.9.008				→

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Progress on identified initiatives	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/G & I Assistant Principal/Department Heads				
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**				→

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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.

Summative Evaluation: Significant progress made toward meeting Objective

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.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduction in disciplinary referrals by 30%				
Staff Responsible for Monitoring: Administration, PBIS Committee, Assistant Principals				➡️
Title I Schoolwide Elements: 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished ➡️ Continue/Modify ✖ Discontinue				

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

Summative Evaluation: None

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. Additional Title 1 and SCE Carryover money will support the "Virtual Teaching for Administrators and Teachers with instructional materials and technology equipment and additional instructional materials for the classrooms and offices. A budget transfer from Instructional Supplies to Technology of $32,000 was made to Purchase Meeting Owl Pro cameras. A transfer of $8000 was made for the purchase of iPads and Electronic pencils for continuing Virtual class. Students are in need iPads due to not working existing iPads.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased participation in UIL events, and an increase in CCMR

Staff Responsible for Monitoring: Administration, New
Tech Administrator

Title I Schoolwide Elements: 2.5, 3.1 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**

Funding Sources: Reading Materials - 185 SCE (Campus) - 185.12.6329.008.30.000.008 - $2,000, Instructional Materials - 211 ESEA Title I (Campus) - 211.11.6399.008.24.019.008 - $5,489, Library instructional supplies - 185 SCE (Campus) - 185.12.6399.008.30.000.008 - $2,000, Technology equipment-Administration - 211 ESEA Title I (Campus) - 211.23.6395.008.24.019, Instructional Materials/Supplies - 185 SCE (Campus) - 185.11.6399.008.30.019.008 - $4,232, Technology equipment-Teachers - 211 ESEA Title I (Campus) - 211.11.6395.008.24.019.008 - $63,000, General Supplies - Administration - 211 ESEA Title I (Campus) - 211.23.6399.008.24.019.008, Technology - 185 SCE (Campus) - 185.11.6395.008.30.000.008, Supplies - 185 SCE (Campus) - 185.11.6399.008.30.000.008 - $11,995.83, Technology - 211 ESEA Title I (Campus) - 211.11.6395.008.24.801.008, Supplies - 211 ESEA Title I (Campus) - 211.11.6399.008.24.801.008 - $5,559, Copiers - 199 General Fund - 199.11.6269.008.11.362.9.008, Misc.contracted services - 199 General Fund - 199.11.6299.008.11.100.9.008, Software - 199 General Fund - 199.11.6397.008.22.100.9.008, Instructional supplies - 199 General Fund - 199.11.6399.008.11.100.9.008, Awards & student acknowledgement,field trips - 199 General Fund - 199.11.6499.008.11.100.9.008, Teacher-STUCO - 199 General Fund - 199.36.6411.008.99.100.9.008, Students-STUCO/ROTC - 199 General Fund - 199.36.6412.008.91.100.9.008, Rentals - 199 General Fund - 199.23.6269.008.99.362.9.008, Tech equip - 186 High School Allotment - 186.11.6395.008.31.500.9.008, Furniture & Equipment - 186 High School Allotment - 186.11.6396.008.31.500.9.008, Supplies - 186 High School Allotment - 186.11.6399.008.31.500.9.008

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.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

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**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: None

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.			Reviews	
		Formative		**Summative**
Strategy's Expected Result/Impact: Decrease after-hours incidents. Provide better community communication	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Athletic Coordinator, Student Activities Manager				
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**				
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				
0% No Progress 100% 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: None

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.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
. **Strategy's Expected Result/Impact:** Progress on identified initiatives Progress on identified initiatives **Staff Responsible for Monitoring:** Principal, G & I Assistant Principal, Department Chairs **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**				

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Progress on identified initiatives	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/Parent Liasions				
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**				
Funding Sources: Misc. Operating Costs (Snacks for Parental Engagement Activities) - 211 ESEA Title I (Campus) - 211.61.6499.008.24.801.008 - $500				

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Positve campus culture with student and teachers.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.5, 3.1 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				
Funding Sources: Salary - PEL Full time - 211 ESEA Title I (Campus) - 211.61.6129.008.24.801.008 - $17,579.38, Fringes - PEL Full time - 211 ESEA Title I (Campus) - 211.61.614X.008.24.801.008 - $7,943.64				

Strategy 4: Irvin High School/RNT will implement strategies and incentives for STEM and New Tech Network in order to support growth.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased participation in UIL events/Increase in College and Career Readiness	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: aadministrators				→
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**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Personnel for Irvin High School

Name	Position	Program	FTE
Donn Galicia	Teacher	English	1
Eliza Edmunds	Teacher	English	.67
Jake Macias	Teacher	Social Studies	.67

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).**

Sec. 1114(b)(6)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Anthony Sanchez	Teacher	Social Studies	.67
Bonnie Gutierrez	College Readiness		1
Gerardo Sanchez	Teacher	Social Studies	1
Maria Avila	PEL		1
Tiffanie Allberg	Teacher	Social Studies	0.67
Vacancy	Supplement Title 1 Counselor	Counselor	1
Yvonne Horta	Teacher	English	1

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Aaron Delgado	
Classroom Teacher	Arlene Perez	
Administrator	Celeste Cano	
Classroom Teacher	Deborah Zamora	
Administrator	Fransisco Huizar	
Classroom Teacher	Patricia Ramirez	
Administrator	Mercedes Brissette	
Classroom Teacher	Guadalupe Martinez	
Community Representative	Russell Wiggs	
Parent	Sherita Martin	
Classroom Teacher	Stephanie Sanchez	
Classroom Teacher	Honesty Martin	
Secretary	Leticia Morales	
Classroom Teacher	Emma Weatherly	
Classroom Teacher	Liz Monroy	
Classroom Teacher	Helena Faiello Simpson	