IRVING INDEPENDENT SCHOOL DISTRICT

Regular - BOARD OF TRUSTEES
7:30 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, October 19, 2026

A G E N D A

I. **CALL TO ORDER FOR 7:30 P.M. REGULAR BOARD MEETING**

II. **FIRST ORDER OF BUSINESS**

A. Announcement by the Chairperson Whether a Quorum is Present, and that the Meeting has been Duly Called, and that Notice of the Meeting has been Posted in Accordance with the Texas Open Meetings Act. Texas Government Code Chapter 551.

B. Invocation - Andy Bennett

C. Pledge of Allegiance to the American and Texas Flags Presented by Davis ES

D. Recognition of the Teacher of the Month - Dorothy Gentry, English 1 And 7th Grade Humanities Teacher, Lady Bird Johnson MS 4

E. Recognition of the Employee of the Month - Maria Conde, Parent Liaison, Townley ES 6

F. Recognition of the Guest Educator of the Month - Clara Roman Luna, Nominated By Brown ES 8

G. Special Recognition

1. Recognition of Master Trustee Mary Richarte - Presented by Ty G. Jones, Alumni Board Member from Lancaster ISD 10

H. Announcements

1. Administration

a. Superintendent Announcement(s)

2. Board of Trustees

a. Individual Trustee Report on IISD Student Activity/Event

I. Public Comment - Individuals Wishing to Address the Board on Agenda Items.

III. **ACTION ITEMS**

A. Consider Approval of Consent Agenda Items:

1. Consider Approval of Minutes of September 21, 2026, Board Meetings (D. Galindo) 11

2. Consider Approval of Unaudited Financial Statement for August 2026 (R. Randle) 17

3. Consider Approval of the Supplements to the Irving ISD Tax Rolls (R. Randle) 46

4. Consider Approval of Resolution and Order No. 26-27-06 Authorizing August Final Revised Amendment to the 2025-2026 Budget (R. Randle) 137

5. Consider Approval of Resolution No. 26-27-03 and Quitclaim Deed Conveying the Interest of Irving Independent School District, For itself and as Trustee for The County of Dallas and The City of Grand Prairie in Tax Foreclosed Property Located at 3402 Gilbert Road, Grand Prairie, Texas (R. Randle) 145

6. Consider Approval of Resolution No. 26-27-04 and Quitclaim Deed Conveying the Interest of Irving Independent School District, For itself and as Trustee for The County of Dallas and The City of Grand Prairie in Tax Foreclosed Property Located at 3310 Gilbert Road, Grand Prairie, Texas (R. Randle) 153

7. Consider Approval of Resolution No. 26-27-05 and Quitclaim Deed Conveying the Interest of Irving Independent School District, For itself and as Trustee for The County of Dallas and The City of Grand Prairie in Tax Foreclosed Property Located at 3312 Gilbert Road, Grand Prairie, Texas (R. Randle) 161

8. Consider Approval of Resolution No. 26-27-06 and Quitclaim Deed Conveying the Interest of Irving Independent School District, For itself and as Trustee for The County of Dallas and The City of Grand Prairie in Tax Foreclosed Property Located at 3400 Gilbert Road, Grand Prairie, Texas (R. Randle) 169

9. Consider Approval of the 2026-2027 Campus Improvement Plans (A. Gomez) 177

10. Consider Approval of Additional 2026-2027 T-TESS (Texas Teacher Evaluation & Support System) Appraisers (J. Acosta) 2057

11. Consider Approval of Outside Work by an Administrator for a Vendor Pursuant to Texas Education Code Section 11.006 (W. Nute) 2060

12. Consider Acceptance of Gifts and Donations to the District (F. Natividad) 2063

IV. **OTHER BUSINESS**

A. Written Reports

1. Division Reports

a. Business Services 2067

- Total Tax Collections
- Payroll
- Investment Earnings

b. Support Services

- Monthly Maintenance Work Order Summary Report for October 2026 (A. Smith)

c. Human Resources

V. **EXECUTIVE SESSION -** The Board may Recess the Open Meeting and Reconvene in a Closed Meeting Pursuant to the Following Sections of the Texas Government Code and as Authorized by Sections 551.071-551.076 and 551.082-551.084 Therefore of

A. Section 551.071 - To Seek the Advice of the Board's Attorney About:

1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.

2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.

B. Section 551.072 - To Deliberate the Purchase, Exchange, Sale, Lease or Value of Real Property if such Deliberation in Open Session Would have a Detrimental Effect on the Board's Position in Negotiations with a Third Party.

C. Section 551.074 - To Deliberate the Appointment, Employment, Resignation, Evaluation, Reassignment, Proposed Nonrenewals, Termination, Duties, Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee.

VI. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.

A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.

B. Public Comments - Individuals Wishing to Address the Board or Make Comments Regarding Issues Not on the Agenda will be Heard at this Time.

VII. **ADJOURNMENT**

SPECIAL RECOGNITION

10/19/2026

TOPIC

Recognition Of The Teacher Of The Month - Dorothy Gentry, English 1 And 7th Grade Humanities Teacher, Lady Bird Johnson Middle School

PRESENTED BY

JORGE ACOSTA

BACKGROUND

It is our pleasure to nominate Ms. Dorothy Gentry for Teacher of the Month.

She embodies the spirit of the Lady Bird campus motto, “One Band, One Sound,” through her unwavering commitment to excellence, collaboration, and collective responsibility. Ms. Gentry is diligent in ensuring that both staff and students uphold campus expectations, while consistently going above and beyond to advance the vision, goals, and overall success of the school.

Ms. Gentry holds herself, her students, and her colleagues to exceptionally high standards. What makes her leadership especially impactful, however, is that she pairs those high expectations with meaningful support. She readily provides the guidance, encouragement, and resources others need to grow and succeed. She does not simply expect excellence; she intentionally cultivates it in those around her. Ms. Gentry continually seeks ways to refine her practice, expand her leadership, and strengthen her impact on students, colleagues, and the Lady Bird campus. She leads not only through her words, but through her actions, modeling the dedication and shared responsibility she expects from others.

Congratulations, Ms. Dorothy Gentry, on being named Irving ISD’s October Teacher of the Month!

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Recognition Of The Teacher Of The Month - Dorothy Gentry, English 1 And 7th Grade Humanities Teacher, Lady Bird Johnson Middle School

SPECIAL RECOGNITION

10/19/2026

TOPIC

Recognition Of The Employee Of The Month - Maria Conde, Parent Liaison, Townley ES

PRESENTED BY

JORGE ACOSTA

BACKGROUND

Townley Elementary is proud to recognize Ms. Conde for the meaningful impact she makes as Townley's Parent Liaison.

Her Parent Center is always a busy and welcoming place, filled with families learning, volunteering, connecting, and supporting students! Ms. Conde begins the year by ensuring volunteers feel informed and prepared through an orientation session and informational meeting. Throughout the year, Ms. Conde continues to create opportunities for families to learn and grow. She hosts informational meetings featuring a variety of speakers, connects families with helpful resources, and opens the Parent Center to those interested in learning a new language or giving back to the school through volunteer projects that support Townley students and staff.

Her volunteers have affectionately been referred to as the "busy bees," and it is easy to see why. The Parent Center is always buzzing with projects, conversations, and opportunities to serve! More importantly, friendships have formed through these experiences, creating a stronger sense of connection among our families while helping them discover all that Irving ISD has to offer. Ms. Conde is a tremendous asset to Townley and Irving ISD. Her dedication, welcoming spirit, and commitment to empowering families strengthen the entire Townley community.

Congratulations, Ms. Maria Conde, on being named Irving ISD's October Employee of the Month!

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Recognition Of The Employee Of The Month - Maria Conde, Parent Liaison, Townley ES

IRVING
Independent School District

SPECIAL RECOGNITION

10/19/2026

TOPIC

Recognition Of The Guest Educator Of The Month - Clara Roman Luna, Nominated By Brown Elementary

PRESENTED BY

JORGE ACOSTA

BACKGROUND

Brown Elementary is proud to nominate Clara Roman Luna for Guest Educator of the Month.

Ms. Roman Luna consistently goes above and beyond to support Brown Elementary students and staff each time she serves on campus. Her dependability, professionalism, and genuine care for the school community make her an invaluable member of the Brown Elementary family. Ms. Roman Luna approaches every assignment with flexibility, positivity, and a willingness to step in wherever she is needed. She quickly adapts to the unique needs of each classroom, follows established routines and expectations, and works intentionally to ensure students feel supported, valued, and engaged in their learning.

What truly sets Ms. Roman Luna apart is her consistent willingness to serve and support others. She understands that being a guest educator is about more than simply filling a classroom assignment. It is about maintaining continuity for students, supporting teachers and staff, and contributing to a safe, structured, and welcoming learning environment. She embraces that responsibility with care and dedication.

Congratulations, Ms. Clara Roman Luna, on being named Irving ISD’s October Guest Educator of the Month!

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Recognition Of The Guest Educator Of The Month - Clara Roman Luna, Nominated By Brown Elementary

SPECIAL RECOGNITION
10-19-2026

TOPIC: Recognition of Master Trustee Mary Richarte

SUBMITTED BY: Ty G. Jones, Alumni Board Member from Lancaster ISD

BACKGROUND: : Leadership TASB will recognize Trustee Mary Richarte at the October board meeting for completing the prestigious Leadership TASB program.

IRVING INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING – BOARD OF TRUSTEES
7:30PM
2621 W. AIRPORT FREEWAY, IRVING, TEXAS, 75062
MONDAY, SEPTEMBER 21, 2026

CALL TO ORDER:

The meeting was called to order by President A.D. Jenkins at 7:32 p.m. He announced that a quorum was present, and the meeting had been duly called, and that notice of the meeting had been posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551.

MEMBERS PRESENT:

A.D. Jenkins, President, Randy Randle, Vice President, Lisa Lobb, Secretary, Nuzhat Hye, Kelly Snapp, Heather Stroup, Mary Richarte

ABSENT:

ALSO PRESENT:

Dr. Dorian Galindo, Superintendent, Jorge Acosta, Deputy Superintendent, Ahna Gomez, Deputy Superintendent, Fernando Natividad, Chief Financial Officer, Liesl Payne, Chief of Staff, Andre Smith, Chief of Administrative Services, Devendra Shah, Chief of Technology, Wesley Nute, District Legal Counsel, Laura Marquez, Administrative Assistant to Deputy Superintendent, Litzy Ambrocio, Executive Assistant to Superintendent and Board of Trustees

PUBLIC COMMENTS:

Scarlett Lopez Badillo – 3208 La Sombra St, Grand Prairie TX

PLEDGE OF ALLEGIANCE:

Pledges to the flags were led by Townley Elementary School.

RECOGNITIONS:

Trustee Kelly Snapp presented Recognition of **Teacher of the Month**, Wendy Cruz, 2nd Grade Teacher at Brandenburg Elementary School. Trustee Mary Richarte presented Recognition of **Employee of the Month**, Nora Barrera, from Food Services Manager at Stipes Elementary School. Trustee Randy Randle presented Recognition of **Guest Educator of The Month**, nominated by Nimitz High School.

SPECIAL RECOGNITION:

1. Special Recognition of Elevate Graduates
2. Special Recognition of Texas Way District of Distinction

A. CONSENT AGENDA ITEMS

1 Approval of Minutes of August 17, 2026, Board Meetings
2 Approval of Financial Statement for July 2026
3 Approval of Irving ISD Partial Tax Rolls for 2026
4 Approval of the Supplements to the Irving ISD Tax Rolls
5 Consider Approval of Resolution and Order No. 26-27-05 Authorizing August Amendment 2025-2026 Budget
6 Approval of the Agreement Between Kickstart Kids Martial Arts and Character Development Program and Irving ISD
7 Approval of Memorandum of Understanding Between the Dallas County Juvenile Justice Alternative Education Program (DCJJAEP) and the Irving ISD for the 2026-2027 School Year
8 Acceptance of Report of Irving ISD Board of Trustees for 2025-2026 Management Fees Under Certain Cooperative Purchasing Contracts
9 Approval of the Purchase of School Buses for the 2026-2027 School Year
10 Acceptance of Gifts and Donations to the District

B. Approval of First and Final Reading of Revisions to CH (LOCAL), DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL)
C. Approval of Certificate of Compliance with Certain Laws Under Texas Education Code, §39.008, as Enacted by Senate Bill 12 (89th Texas Legislative Session)
D. Action to Authorize the Administration to Market and Pursue the Sale of District-Owned Real Property Located at 4200 Valley View Lane, Irving, Texas

MOTION:

Motion was made by Trustee Randy Randle to approve the consent agenda items. Second by Trustee Heather Stroup. Motion passed 7-0.

BOARD MEMBER	FOR	AGAINST	ABSTAIN	ABSENT
A.D Jenkins	x			
Randy Randle	x			
Lisa Lobb	x			
Nuzhat Hye	x			
Heather Stroup	x			
Mary Richarte	x			
Kelly Snapp	x			

Motion was made by Trustee Nuzhat Hye to approve First and Final Reading of Revisions to CH (LOCAL). DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL). Seconded by Trustee Lisa Lobb. Motion passed 7-0.

BOARD MEMBER	FOR	AGAINST	ABSTAIN	ABSENT
A.D Jenkins	x			
Randy Randle	x			
Lisa Lobb	x			
Nuzhat Hye	x			
Heather Stroup	x			
Mary Richarte	x			
Kelly Snapp	x			

Motion was made by Trustee Lisa Lobb to approve Certificate of Compliance with Certain Laws Under Texas Education Code §39.008, as Enacted by Senate Bill 12 (89th Texas Legislative Session). Seconded by Trustee Kelly Snapp. Motion passed 7-0.

BOARD MEMBER	FOR	AGAINST	ABSTAIN	ABSENT
A.D Jenkins	x			
Randy Randle	x			
Lisa Lobb	x			
Nuzhat Hye	x			
Heather Stroup	x			
Mary Richarte	x			
Kelly Snapp	x			

Motion was made by Trustee Nuzhat Hye to take Action to Authorize the Administration to Market and Pursue the Sale of District-Owned Real Property Located at 4200 Valley View Lane, Irving, Texas. Seconded by Trustee Mary Richarte. Motion passed 7-0.

BOARD MEMBER	FOR	AGAINST	ABSTAIN	ABSENT
A.D Jenkins	x			
Randy Randle	x			
Lisa Lobb	x			
Nuzhat Hye	x			
Heather Stroup	x			
Mary Richarte	x			
Kelly Snapp	x			

ADJOURNMENT:

There being no further business, the meeting was adjourned at approximately 8:36

pm.

IRVING INDEPENDENT SCHOOL DISTRICT
WORK SESSION – BOARD OF TRUSTEES
5:00 P.M.
2621 W. AIRPORT FREEWAY, IRVING, TEXAS, 75062
MONDAY, SEPTEMBER 21, 2026

CALL TO ORDER:

The meeting was called to order by President A.D. Jenkins at 5:01 p.m. He announced that a quorum was present, and the meeting had been duly called, and that notice of the meeting had been posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551.

MEMBERS PRESENT:

A.D. Jenkins, President, Randy Randle, Vice President, Lisa Lobb, Secretary, Nuzhat Hye, Mary Richarte, Heather Stroup, Kelly Snapp

ABSENT:

ALSO PRESENT:

Dr. Dorian Galindo, Superintendent, Deputy Superintendent, Fernando Natividad, Chief Financial Officer, Andre Smith, Chief of Administrative Services, Devendra Shah, Chief of Technology, Wesley Nute, District Legal Counsel, Jenmy Alvarado, Administrative to Chief of Staff, Laura Marquez, Special Assistant to Deputy Superintendent, Litzy Ambrocio, Executive Assistant to Superintendent and Board of Trustees

PUBLIC COMMENTS:

DISCUSSION

A. Ahna Gomez, Deputy Superintendent, Presented on Irving Independent School District's 2026 State Accountability Results

B. President Jenkins, discussed items on the September 21 2026, Regular Board Meeting Agenda

C. <u>EXECUTIVE SESSION:</u>

Go into Executive Session at 5:52 p.m

A. Section 551.074 - To deliberate the appointment, employment, resignation, evaluation, reassignment, proposed non-renewals, termination, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

Reconvene into Open Session at 7:30 p.m.

<u>ADJOURNMENT:</u>

The work session adjourned at 7:30 p.m.

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Approval Of Unaudited Financial Statement For August 2026

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The monthly preparation of the financial statement is to provide information about the financial position, performance, and changes in financial position of the district, which can be useful to the Board of Trustees, management, and other stakeholders in making economic decisions.

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board approve the Unaudited Financial Statements for August 2026.

RECOMMENDED BOARD MOTION

I move the Board to approve the Financial Statements for August 2026.

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Approval Of Unaudited Financial Statement For August 2026

Date: October 19, 2026

To: Fernando Natividad, Chief Financial Officer

From: Mahdia Lalee, Director of Business Operations

Subject: Unaudited Financial Statements for August 2026

General Operating Fund:

- Total revenue and other sources for the General Operating Fund through August were $341,960,659 or 102% of budget.

- Total expenditure and other uses for the General Operating Fund through August were $324,274,952 or 96.4% of budget.

Food Service Fund:

- Total revenue and other sources for the Food Service Fund through August were $26,947,706 or 104.3% of budget.

- Total expenditure and other uses for the Food Service Fund through August were $24,651,254 or 93.2% of budget.

Debt Service Fund:

- Total revenue and other sources for the Debt Service Fund through August were $69,651,690 or 102.1%.

- Total expenditure and other uses for the Debt Service Fund through August were $68,071,131 or 99.9% of budget.

Special Revenue Fund:

Special Revenue Funds are used to account for the proceeds of special revenue sources (other than tax assessments, major capital projects, etc.) that are legally restricted to expenditures for specified purposes, such as special education grants.

- Total revenue and other uses for the Special Revenue Fund through August were $24,988,710.

- Total expenditures and other uses for the Special Revenue Fund through August were $26,340,506.

Capital Projects Funds

- Total revenue and other uses for the Capital Projects Fund through August were $17,756,625.

- Total expenditures and other uses for the Capital Project Fund through August were $171,037,731.

Proprietary Funds

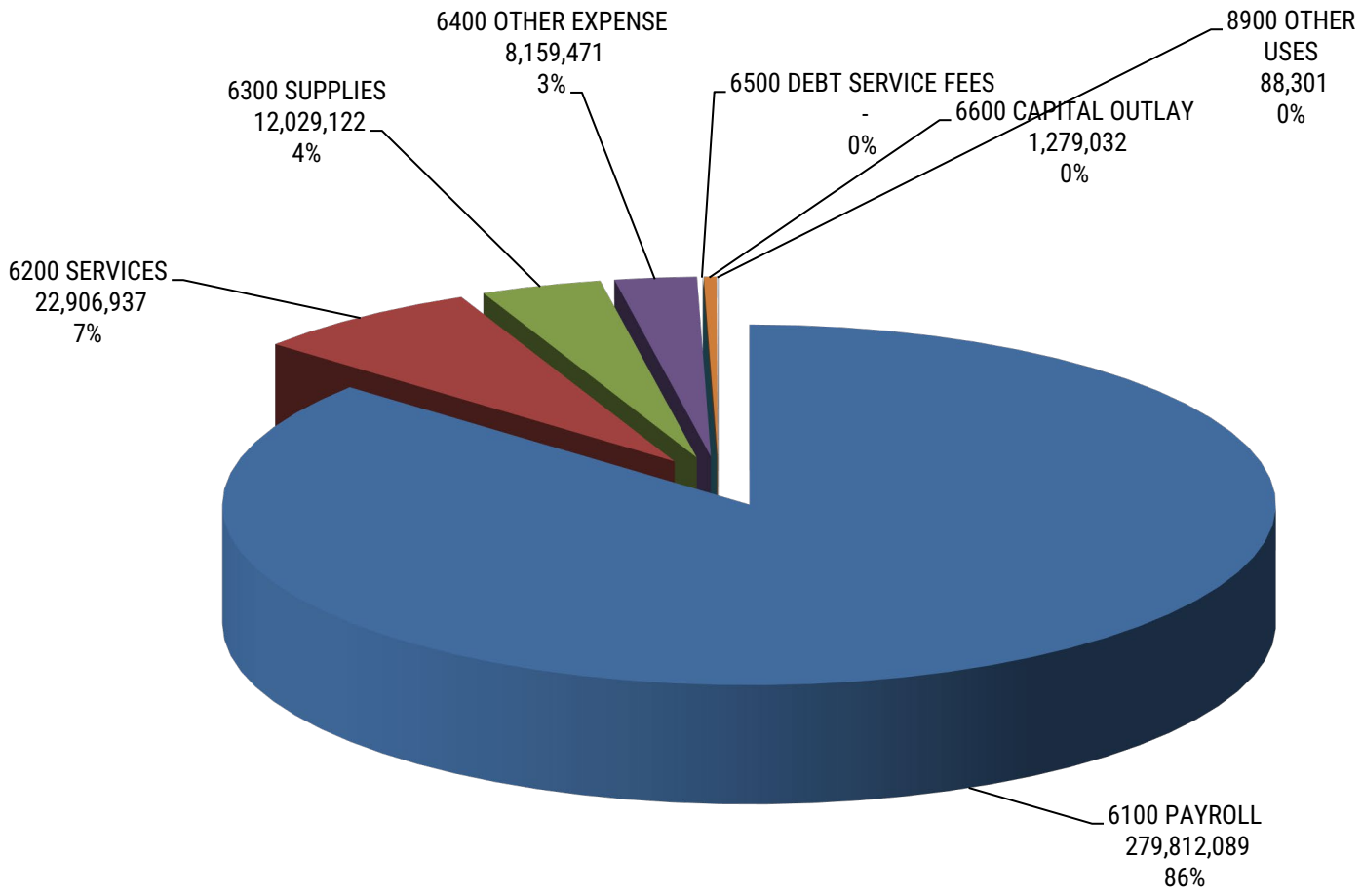
Irving ISD maintains the following Internal Service Funds: Workers' Compensation, Unemployment, Science Refurbishment, and Print Shop Service Center.

- Total revenue and other sources for the Proprietary Fund through August were $1,558,232 or 73% of budget.

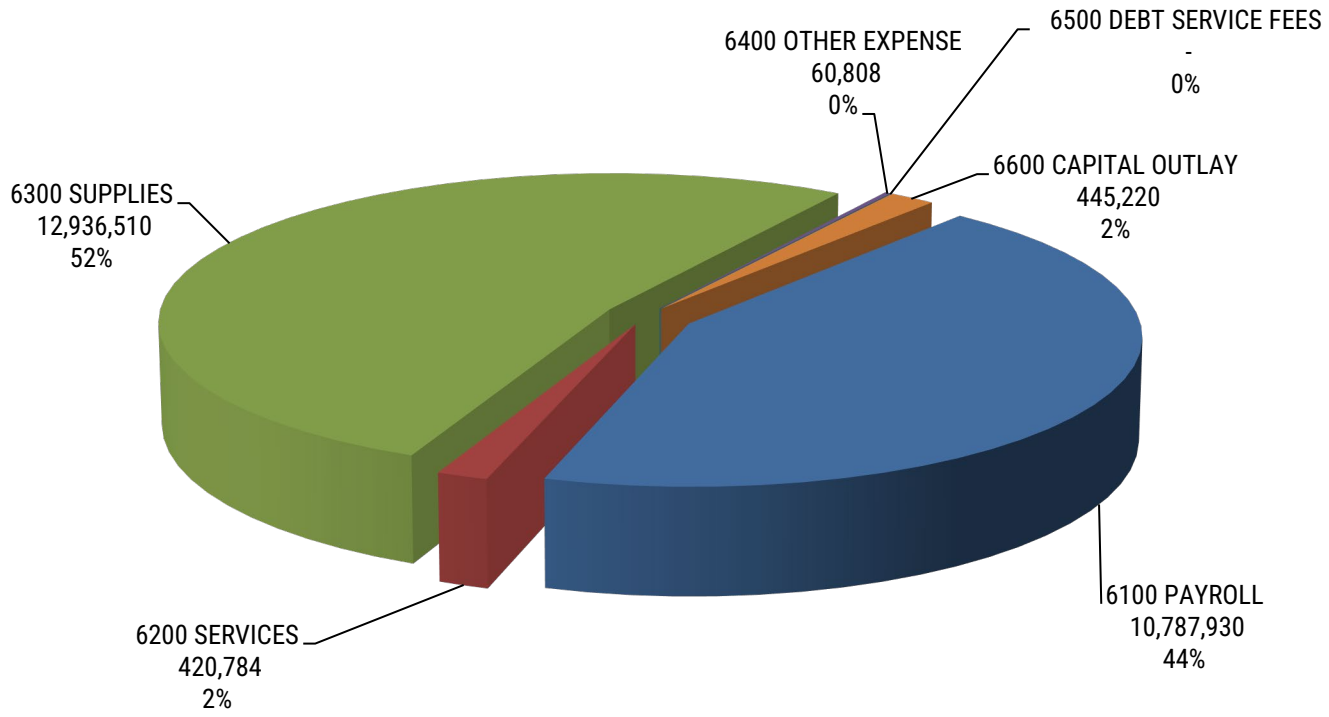
- Total expenditures and other uses for the Capital Project Fund through August were $1,698,482 or 79.6% of budget.

As of August 31, 2026, total net assets for all the Internal Service Funds were $2,216,260.

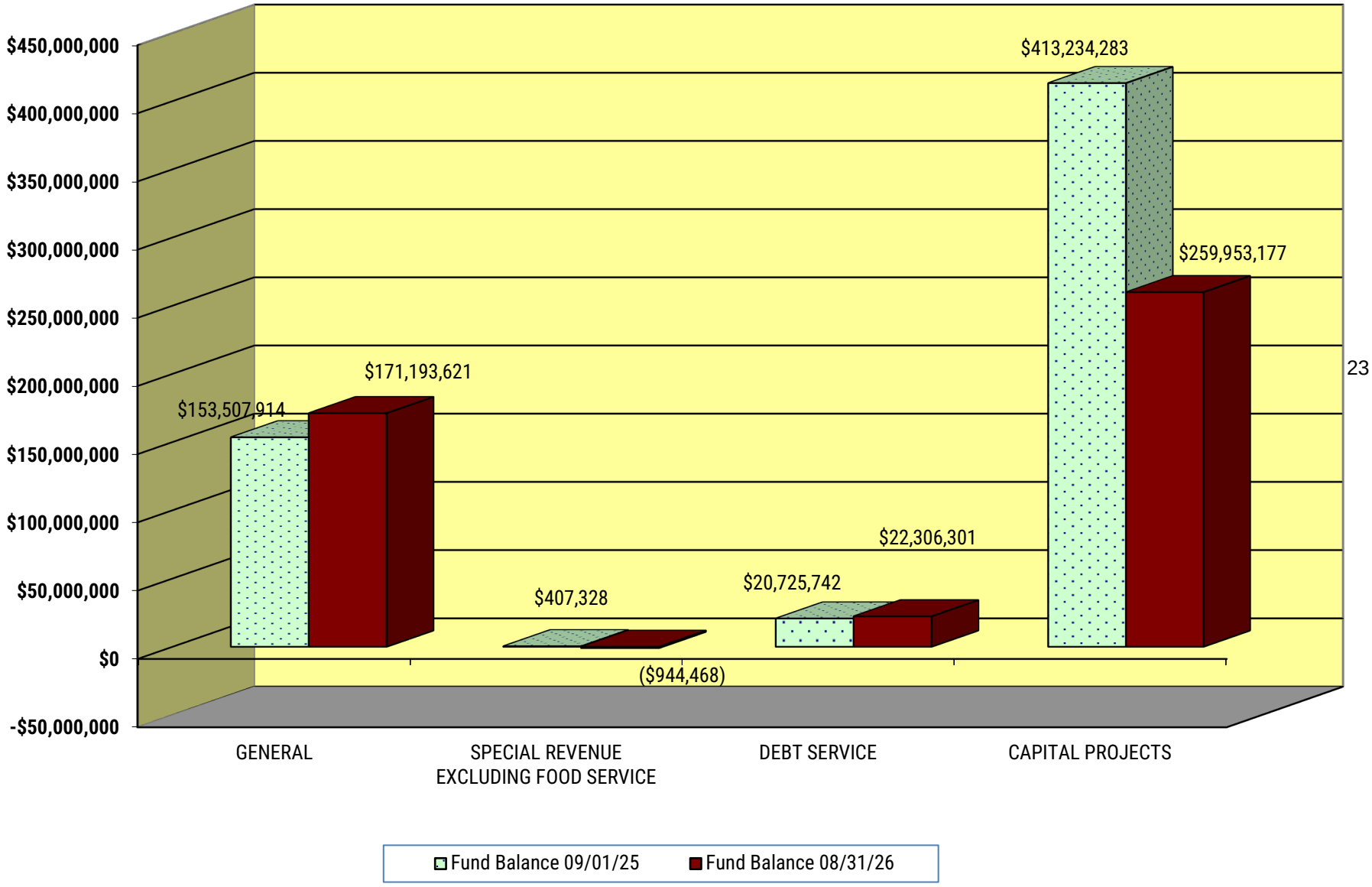
General Operating Fund YTD Actual Expenditures
August 31, 2026



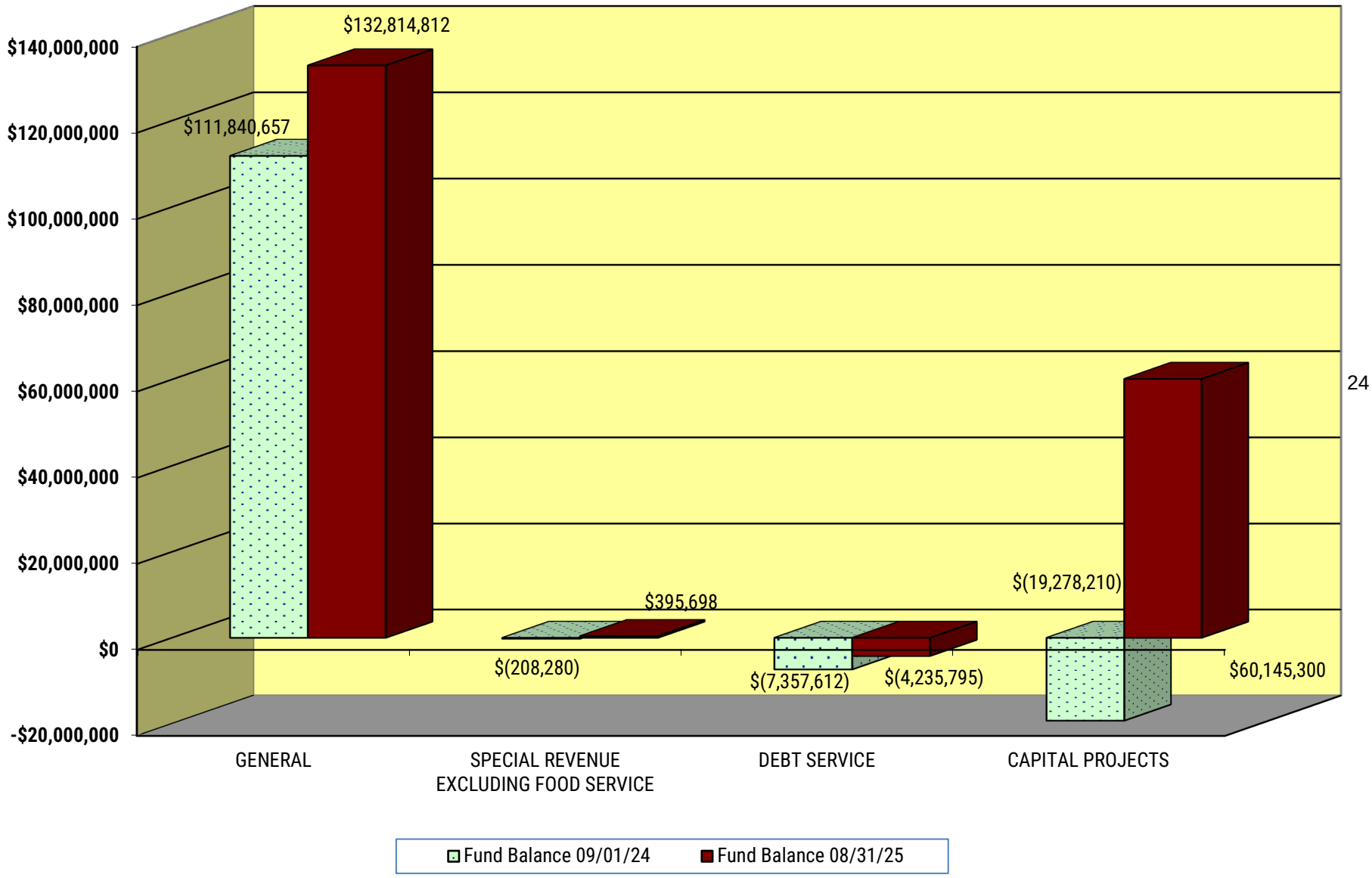
Food Service Fund YTD Actual Expenditures
August 31, 2026



Comparative Fund Balances
August 31, 2026



Comparative Fund Balances
August 31, 2025



24

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
REVENUE									
LOCAL RESOURCES:									
5711 TAXES CURRENT YEAR	156,071,373	156,764,638	100.4%	(371,698)	-0.2%	(693,265)	154,020,875	152,284,495	98.9%
5712 DELINQUENT TAXES	231,565	(2,045,981)	-883.5%	40,978	17.7%	2,277,546	228,522	(1,731,238)	-757.6%
5719 OTHER TAX RELATED REVENUE	452,677	1,609,941	355.6%	69,394	15.3%	(1,157,264)	446,729	1,638,182	366.7%
TOTAL TAXES	156,755,615	156,328,598	99.7%	(261,327)	-0.2%	427,018	154,696,126	152,191,440	98.4%
5735 SUMMER SCHOOL	-	5,164	--	2,153	--	(5,164)	-	7,402	--
5738 PARKING FEES	4,500	1,750	38.9%	474	10.5%	2,750	4,500	3,032	67.4%
5739 OTHER TUITION AND FEES	100,000	615,575	615.6%	2,891	2.9%	(515,575)	100,000	361,775	361.8%
5742 INVESTMENT EARNINGS	250,000	5,901,492	2360.6%	586,246	234.5%	(5,651,492)	250,000	6,538,171	2615.3%
5743 RENTAL OF FACILITIES	50,000	57,037	114.1%	140	0.3%	(7,037)	50,000	64,928	129.9%
5744 GIFTS AND BEQUESTS	81,348	77,342	95.1%	6,325	7.8%	4,006	81,101	61,267	75.5%
5745 NET INSURANCE RECOVERY	6,000	8,935	148.9%	-	0.0%	(2,935)	6,000	24,292	404.9%
5746 TIF TAXES COLLECTED	-	-	--	-	--	-	-	-	--
5748 LOST BOOKS-TEXTBOOKS/LIB	-	-	--	-	--	-	-	260	--
5749 MISCELLANEOUS REVENUE	203,000	796,894	392.6%	77,100	38.0%	(593,894)	200,000	964,141	482.1%
5752 ATHLETIC	-	236,969	--	10,007	--	(236,969)	-	261,937	--
5755 ACTIVITY FUND RECEIPTS	1,542,254	788,952	51.2%	3,364	0.2%	753,302	1,654,368	834,492	50.4%
5766 CONCURRENT ENROLLMENT	25,000	134,000	536.0%	-	0.0%	(109,000)	25,000	105,000	420.0%
5767 IRVING SCHOOL FOUNDATION	215,664	115,806	1128.5%	2,000	4.5%	(457,694)	220,996	275,046	124.5%
5769 REVENUE FROM INTERMEDIATE	44,500	502,194	366.4%	39,128	1.6%	(6,719,844)	44,500	592,094	1330.5%
TOTAL OTHER LOCAL RESOURCES	2,522,266	9,242,110	366.4%	729,828	28.9%	(6,719,844)	2,636,464	10,093,835	382.9%
TOTAL LOCAL RESOURCES	159,277,881	165,570,708	104.0%	468,501	0.3%	(6,292,827)	157,332,590	162,285,275	103.1%
STATE RESOURCES:									
5811 PER CAPITA	-	13,134,679	--	1,547,083	--	(13,134,679)	-	17,662,697	--
5812 FOUNDATION ENTITLEMENTS	162,751,250	145,102,071	89.2%	14,719,674	9.0%	17,649,179	150,338,143	139,329,458	92.7%
5819 STATE	-	-	--	-	--	-	-	-	--
5829 TEA/NON-FOUNDATION REVENUE	-	276,154	--	13,560	--	(276,154)	-	254,429	--
5831 STATE TRS ON-BEHALF	11,000,000	16,407,517	149.2%	1,360,190	12.4%	(5,407,517)	11,000,000	17,765,748	161.5%
TOTAL STATE RESOURCES	173,751,250	174,920,421	100.7%	17,640,507	10.2%	(1,169,171)	161,338,143	175,012,332	108.5%
FEDERAL RESOURCES:									
5929 FEDERAL REVENUE-TEA DISTR.	300,000	958,537	319.5%	132,952	44.3%	(658,537)	300,000	954,108	318.0%
5931 SHARS REIMBURSEMENT	1,519,000	265,287	17.5%	767	0.1%	1,253,713	3,219,000	1,462,746	45.4%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
5939 CHILD & ADULT CARE PROGRAM	-	-	--	-	--	-	-	-	--
5946 BABS SUBSIDY	-	-	--	-	--	-	-	-	--
5949 ROTC	250,000	240,764	96.3%	-	0.0%	9,236	250,000	275,264	110.1%
5959 SHARED SERVICE ARRANGEMENT	-	4,943					-	3,490	
TOTAL FEDERAL RESOURCES	2,069,000	1,469,531	71.0%	133,847	6.5%	599,469	3,769,000	2,695,609	71.5%
OTHER SOURCES:									
7912 SALE OF FIXED ASSETS	-	-	--	-	--	-	-	35,550	--
7913 LEASE/PURCHASE PROCEEDS	-	-	--	-	--	-	-	-	--
7915 INTERFUND TRANSFERS IN	-	-	--	-	--	-	-	-	--
7918 SPECIAL ITEMS	-	-	--	-	--	-	-	-	--
7949 SBITA PROCEEDS	-	-	--	-	--	-	-	204,551	--
TOTAL OTHER REVENUE SOURCES	-	-	--	-	--	-	-	240,101	--
TOTAL GENERAL OPERATING REVENUE:	335,098,131	341,960,659	102.0%	18,242,854	5.4%	(6,862,528)	322,439,733	340,233,317	105.5%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
EXPENDITURES									
11 INSTRUCTION:									
6100 PAYROLL	185,808,902	185,409,402	99.8%	14,973,881	8.1%	399,501	178,520,641	180,792,130	101.3%
6200 CONTRACTED SERVICES	1,106,351	917,951	83.0%	89,103	8.1%	188,400	1,203,323	976,178	81.1%
6300 SUPPLIES	6,051,027	3,828,843	63.3%	501,298	8.3%	2,222,184	6,994,488	4,843,335	69.2%
6400 OTHER EXPENSE	1,969,528	1,685,448	85.6%	32,086	1.6%	284,080	2,463,030	2,156,067	87.5%
6600 CAPITAL OUTLAY	601,391	592,024	98.4%	-	0.0%	9,367	575,129	765,421	133.1%
TOTAL INSTRUCTION	195,537,200	192,433,668	98.4%	15,596,369	8.0%	3,103,532	189,756,610	189,533,130	99.9%
12 LIBRARY:									
6100 PAYROLL	2,757,978	2,749,589	99.7%	240,016	8.7%	8,388	2,815,107	2,714,999	96.4%
6200 CONTRACTED SERVICES	18,487	17,337	93.8%	726	3.9%	1,150	37,242	36,967	99.3%
6300 SUPPLIES	700,568	554,675	79.2%	63,257	9.0%	145,893	790,550	623,233	78.8%
6400 OTHER EXPENSE	38,328	35,562	92.8%	4,763	12.4%	2,766	27,330	24,078	88.1%
6600 CAPITAL OUTLAY	3,387	2,437	71.9%	-	0.0%	951	13,006	10,990	84.5%
TOTAL LIBRARY	3,518,748	3,359,601	95.5%	308,761	8.8%	159,147	3,683,235	3,410,267	92.6%
13 STAFF DEVELOPMENT:									
6100 PAYROLL	2,751,090	2,850,903	103.6%	298,629	10.9%	(99,813)	2,900,735	2,743,747	94.6%
6200 CONTRACTED SERVICES	248,992	202,409	81.3%	73,781	29.6%	46,583	602,496	571,651	94.9%
6300 SUPPLIES	631,013	97,940	15.5%	38,624	6.1%	533,072	395,871	209,623	53.0%
6400 OTHER EXPENSE	577,555	465,282	80.6%	65,647	11.4%	112,272	371,138	272,199	73.3%
6600 CAPITAL OUTLAY	65,052	65,012	99.9%	-	0.0%	40	6,150	6,075	98.8%
TOTAL STAFF DEVELOPMENT	4,273,701	3,681,547	86.1%	476,682	11.2%	592,154	4,276,390	3,803,296	88.9%
21 INSTRUCTIONAL ADMINISTRATION:									
6100 PAYROLL	5,842,273	5,173,785	88.6%	378,600	6.5%	668,488	5,705,276	5,797,479	101.6%
6200 CONTRACTED SERVICES	285,626	220,463	77.2%	13,790	4.8%	65,163	325,098	282,937	87.0%
6300 SUPPLIES	1,604,025	826,178	51.5%	175,967	11.0%	777,847	563,370	493,720	87.6%
6400 OTHER EXPENSE	366,349	241,877	66.0%	36,092	9.9%	124,472	339,195	316,458	93.3%
6600 CAPITAL OUTLAY	47,730	36,368	76.2%	-	0.0%	11,363	51,587	47,809	92.7%
TOTAL INSTRUCTIONAL ADMINISTRATION	8,146,003	6,498,671	79.8%	604,449	7.4%	1,647,332	6,984,525	6,938,403	99.3%
23 SCHOOL ADMINISTRATION:									
6100 PAYROLL	19,228,564	17,816,652	92.7%	1,472,044	7.7%	1,411,912	18,618,958	18,897,222	101.5%
6200 CONTRACTED SERVICES	195,188	137,744	70.6%	4,612	2.4%	57,445	348,612	267,973	76.9%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
6300 SUPPLIES	423,634	387,737	91.5%	77,444	18.3%	35,897	512,666	485,964	94.8%
6400 OTHER EXPENSE	647,394	581,080	89.8%	91,325	14.1%	66,313	701,685	620,451	88.4%
6600 CAPITAL OUTLAY	18,968	14,900	78.6%	595	3.1%	4,068	130,262	129,827	99.7%
TOTAL SCHOOL ADMINISTRATION	20,513,748	18,938,112	92.3%	1,646,019	8.0%	1,575,635	20,312,183	20,401,438	100.4%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
31 COUNSELING SERVICES:									
6100 PAYROLL	14,483,503	13,726,495	94.8%	1,146,142	7.9%	757,008	14,128,484	14,549,190	103.0%
6200 CONTRACTED SERVICES	4,675,425	4,425,000	94.6%	332,895	7.1%	250,425	3,436,666	3,386,101	98.5%
6300 SUPPLIES	1,291,956	1,164,861	90.2%	264,709	20.5%	127,095	888,101	576,847	65.0%
6400 OTHER EXPENSE	125,113	117,050	93.6%	6,840	5.5%	8,063	109,989	97,282	88.4%
6600 CAPITAL OUTLAY	-	-	--	-	--	-	3,291	3,291	100.0%
TOTAL COUNSELING SERVICES	20,575,998	19,433,407	94.4%	1,750,586	8.5%	1,142,591	18,566,531	18,612,710	100.2%
32 ATTENDANCE SERVICES:									
6100 PAYROLL	395,918	386,589	97.6%	14,194	3.6%	9,329	867,793	391,389	45.1%
6200 CONTRACTED SERVICES	2,200	2,050	93.2%	150	6.8%	150	-	-	--
6400 OTHER EXPENSE	7,000	-	0.0%	-	0.0%	7,000	847	-	0.0%
TOTAL ATTENDANCE SERVICES	405,118	388,639	95.9%	14,344	3.5%	16,479	868,640	391,389	45.1%
33 HEALTH SERVICES:									
6100 PAYROLL	3,492,421	3,446,360	98.7%	291,983	8.4%	46,061	3,464,012	3,346,220	96.6%
6200 CONTRACTED SERVICES	4,363	4,254	97.5%	391	9.0%	110	3,574	3,584	100.3%
6300 SUPPLIES	101,017	84,133	83.3%	11,801	11.7%	16,885	100,988	101,117	100.1%
6400 OTHER EXPENSE	7,022	6,813	97.0%	1,567	22.3%	210	3,460	2,879	83.2%
6600 CAPITAL OUTLAY	2,437	2,437	100.0%	-	0.0%	-	2,075	2,075	100.0%
TOTAL HEALTH SERVICES	3,607,261	3,543,995	98.2%	305,742	8.5%	63,265	3,574,109	3,455,875	96.7%
34 PUPIL TRANSPORTATION:									
6100 PAYROLL	9,363,770	9,245,692	98.7%	611,832	6.5%	118,078	8,967,715	8,553,526	95.4%
6200 CONTRACTED SERVICES	936,680	832,136	88.8%	74,654	8.0%	104,544	777,145	651,038	83.8%
6300 SUPPLIES	1,330,007	763,686	57.4%	310,318	23.3%	566,322	346,410	97,675	28.2%
6400 OTHER EXPENSE	174,504	440,681	252.5%	9,797	5.6%	(266,178)	418,501	395,945	94.6%
6600 CAPITAL OUTLAY	385,394	54,943	14.3%	887	0.2%	330,451	2,430,101	2,311,563	95.1%
TOTAL PUPIL TRANSPORTATION	12,190,355	11,337,137	93.0%	1,007,488	8.3%	853,217	12,939,872	12,009,748	92.8%
35 FOOD SERVICE:									
6100 PAYROLL	576,329	587,582	102.0%	44,393	7.7%	(11,253)	368,898	918,936	249.1%
6300 SUPPLIES	1,600	-	0.0%	-	0.0%	1,600	-	-	--
6400 OTHER EXPENSE	220,000	-	0.0%	-	0.0%	220,000	220,000	-	0.0%
TOTAL FOOD SERVICE	797,929	587,582	73.6%	44,393	5.6%	210,347	588,898	918,936	156.0%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
36 EXTRA-CURRICULAR ACTIVITIES:									
6100 PAYROLL	4,712,376	4,777,931	101.4%	444,435	9.4%	(65,556)	4,394,715	4,691,623	106.8%
6200 CONTRACTED SERVICES	537,353	796,824	148.3%	7,891	1.5%	(259,472)	638,979	622,784	97.5%
6300 SUPPLIES	667,220	358,505	53.7%	23,829	3.6%	308,714	933,213	635,888	68.1%
6400 OTHER EXPENSE	1,679,538	1,126,961	67.1%	24,520	1.5%	552,576	1,208,264	1,187,865	98.3%
6600 CAPITAL OUTLAY	5,949	5,949	100.0%	-	0.0%	-	10,344	10,304	99.6%
TOTAL EXTRA-CURRICULAR ACTIVITIES	7,602,434	7,066,171	92.9%	500,675	6.6%	536,264	7,185,514	7,148,463	99.5%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
41 GENERAL ADMINISTRATION:									
6100 PAYROLL	8,258,870	7,869,148	95.3%	667,238	8.1%	389,722	7,723,608	7,511,795	97.3%
6200 CONTRACTED SERVICES	1,746,961	1,177,588	67.4%	81,050	4.6%	569,373	2,498,376	1,464,025	58.6%
6300 SUPPLIES	847,278	678,948	80.1%	18,717	2.2%	168,330	867,876	619,054	71.3%
6400 OTHER EXPENSE	607,974	579,772	95.4%	24,141	4.0%	28,202	864,023	494,935	57.3%
6600 CAPITAL OUTLAY	28,642	43,064	150.4%	-	0.0%	(14,422)	143,563	(220,945)	-153.9%
TOTAL GENERAL ADMINISTRATION	11,489,725	10,348,520	90.1%	791,146	6.9%	1,141,205	12,097,446	9,868,864	81.6%
51 MAINTENANCE:									
6100 PAYROLL	16,761,559	15,938,310	95.1%	1,344,411	8.0%	823,250	16,126,918	16,218,522	100.6%
6200 CONTRACTED SERVICES	10,082,004	9,594,218	95.2%	1,965,763	19.5%	487,785	8,629,042	8,483,595	98.3%
6300 SUPPLIES	2,512,189	2,431,073	96.8%	164,560	6.6%	81,116	2,684,871	2,418,602	90.1%
6400 OTHER EXPENSE	1,865,590	2,671,038	143.2%	9,128	0.5%	(805,449)	2,193,712	2,207,261	100.6%
6600 CAPITAL OUTLAY	218,976	218,420	99.7%	14,617	6.7%	557	183,654	152,958	83.3%
TOTAL MAINTENANCE	31,440,318	30,853,059	98.1%	3,498,479	11.1%	587,259	29,818,196	29,480,939	98.9%
52 SECURITY:									
6100 PAYROLL	4,049,660	4,216,311	104.1%	355,333	8.8%	(166,651)	3,959,783	3,857,389	97.4%
6200 CONTRACTED SERVICES	2,389,194	2,149,342	90.0%	11,399	0.5%	239,852	1,853,489	1,717,587	92.7%
6300 SUPPLIES	308,888	208,935	67.6%	2,826	0.9%	99,953	352,675	998,568	283.1%
6400 OTHER EXPENSE	50,585	47,381	93.7%	50	0.1%	3,205	48,728	41,674	85.5%
6600 CAPITAL OUTLAY	38,100	-	0.0%	-	0.0%	38,100	132,100	129,547	98.1%
TOTAL SECURITY	6,836,427	6,621,968	96.9%	369,607	5.4%	214,459	6,346,775	6,744,764	106.3%
53 DATA PROCESSING:									
6100 PAYROLL	3,771,947	3,980,679	105.5%	358,669	9.5%	(208,731)	2,753,758	2,881,602	104.6%
6200 CONTRACTED SERVICES	1,220,297	1,105,694	90.6%	115,689	9.5%	114,603	1,127,590	979,179	86.8%
6300 SUPPLIES	690,766	623,724	90.3%	14,922	2.2%	67,042	784,525	523,917	66.8%
6400 OTHER EXPENSE	44,829	22,406	50.0%	2,102	4.7%	22,422	65,692	40,903	62.3%
6600 CAPITAL OUTLAY	9,479	9,479	100.0%	-	0.0%	-	39,102	39,091	100.0%
TOTAL DATA PROCESSING	5,737,318	5,741,982	100.1%	491,382	8.6%	(4,664)	4,770,667	4,464,692	93.6%
61 COMMUNITY SERVICES:									
6100 PAYROLL	970,399	1,636,661	168.7%	100,834	10.4%	(666,262)	572,470	489,058	85.4%
6200 CONTRACTED SERVICES	568,824	528,425	92.9%	47,349	8.3%	40,399	536,689	541,503	100.9%
6300 SUPPLIES	658,220	19,884	3.0%	2,644	0.4%	638,336	67,209	35,068	52.2%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
6400 OTHER EXPENSE	179,202	138,118	77.1%	5,352	3.0%	41,084	218,293	179,831	82.4%
6600 CAPITAL OUTLAY	0	-	0.0%	-	0.0%	0	6,323	340	5.4%
TOTAL COMMUNITY SERVICES	2,376,646	2,323,088	97.7%	156,178	6.6%	53,558	1,400,984	1,245,799	88.9%
71 DEBT SERVICE									
6500 DEBT SERVICE FEES	-	-	--	-	--	-	63,750	1,376,379	2159.0%
TOTAL PAYMENTS TO JJAEP	-	-	--	-	--	-	63,750	1,376,379	2159.0%

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
81 FACILITIES:									
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES & MATERIALS	16,850	-	0.0%	-	0.0%	16,850	-	-	--
6400 OTHER EXPENSE	-	-	--	-	--	-	-	-	--
6600 CAPITAL OUTLAY	236,650	234,001	98.9%	32,826	13.9%	2,649	357,882	188,054	52.5%
TOTAL FACILITIES	253,500	234,001	92.3%	32,826	12.9%	19,499	357,882	188,054	52.5%
95 PAYMENTS TO JJAEP:									
6200 CONTRACTED SERVICES	190,000	13,260	7.0%	-	0.0%	176,740	190,000	107,652	56.7%
TOTAL PAYMENTS TO JJAEP	190,000	13,260	7.0%	-	0.0%	176,740	190,000	107,652	56.7%
97 PAYMENTS TO TIF:									
6400 OTHER EXPENSE	-	-	--	-	--	-	-	-	--
TOTAL PAYMENTS TO TIF	-	-	--	-	--	-	-	-	--
99 INTERGOVERNMENTAL CHARGES:									
6200 CONTRACTED SERVICES	782,242	782,242	100.0%	-	0.0%	-	740,232	739,293	99.9%
6300 SUPPLIES & MATERIALS	65,186	-	0.0%	-	0.0%	65,186	-	-	--
TOTAL INTERGOVERNMENTAL CHARGES	847,428	782,242	92.3%	-	0.0%	65,186	740,232	739,293	99.9%
OTHER USES:									
8911 INTERFUND TRANSFERS OUT	88,301	88,301	100.0%	-	0.0%	-	-	-	--
TOTAL OTHER USES	88,301	88,301	100.0%	-	0.0%	-	-	-	--
TOTAL 6000 EXPENDITURES:	336,428,158	324,274,952	96.4%	27,595,127	8.2%	12,153,206	324,522,439	320,840,091	98.9%
EXCESS (DEFICIENCY) REVENUE OVER EXPENDITURES:	(1,330,027)	17,685,707		(9,352,272)			(2,082,705)	19,393,225	
BEGINNING FUND BALANCE:	137,785,495	159,263,053					111,463,930	144,056,710	
ENDING FUND BALANCE:	136,455,468	176,948,760					109,381,224	163,449,935	

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF GENERAL OPERATING BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
REVENUE SUMMARY:									
LOCAL REVENUE	159,277,881	165,570,708	104.0%	468,501	0%	(6,292,827)	157,332,590	162,285,275	103.1%
STATE REVENUE	173,751,250	174,920,421	100.7%	17,640,507	10%	(1,169,171)	161,338,143	175,012,332	108.5%
FEDERAL REVENUE	2,069,000	1,469,531	71.0%	133,847	6%	599,469	3,769,000	2,695,609	71.5%
OTHER SOURCES	-	-	--	-	--	-	-	240,101	--
TOTAL OTHER REVENUE SOURCES	335,098,131	341,960,659	102.0%	18,242,854	5%	(6,862,528)	322,439,733	340,233,317	105.5%
APPROPRIATIONS/EXPENDITURES BUDGET CATEGORY SUMMARY:									
6100 PAYROLL	283,225,560	279,812,089	98.8%	22,130,802	8%	3,413,471	271,888,870	274,354,827	100.9%
6200 SERVICES	24,990,188	22,906,937	91.7%	2,754,386	11%	2,083,251	22,948,553	20,832,049	90.8%
6300 SUPPLIES	17,836,257	12,029,122	67.4%	1,360,596	8%	5,807,135	16,282,811	12,662,612	77.8%
6400 OTHER EXPENSE	8,560,511	8,159,471	95.3%	304,500	4%	401,039	9,253,885	8,037,827	86.9%
6500 DEBT SERVICE FEES	-	-	--	-	--	-	63,750	1,376,379	2159.0%
6600 CAPITAL OUTLAY	1,662,155	1,279,032	77.0%	48,038	3%	383,124	4,084,569	3,576,399	87.6%
8900 OTHER USES	88,301	88,301	100.0%	-	0%	-	-	-	--
TOTAL APPROPRIATIONS/EXPENDITURES	336,362,972	324,274,952	96.4%	26,598,322	8%	12,088,020	324,522,439	320,840,091	98.9%

	BUDGET	09/01/2025 to 08/31/2026 YTD ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
REVENUE:									
LOCAL RESOURCES:									
5742 INVESTMENT EARNINGS	80,000	1,295,055	1618.8%	109,541	136.9%	(1,215,055)	80,000	1,462,145	1827.7%
5749 MISCELLANEOUS REVENUE	-	-	0.0%	-	--	-	-	87,432	--
5751 FOOD SERVICES	625,000	574,893	92.0%	8,623	1.4%	50,107	1,000,000	633,665	63.4%
5755 ACTIVITY FUND RECEIPTS	-	-	--	-	--	-	-	-	--
TOTAL LOCAL RESOURCES	705,000	1,869,948	265.2%	118,164	16.8%	(1,164,948)	1,080,000	2,183,241	202.2%
STATE RESOURCES:									
5829 TEA/NON-FOUNDATION REVENUE	120,000	103,670	86.4%	-	0.0%	16,330	120,000	105,319	87.8%
5839 STATE REVENUE TEXAS GRANTS	-	-	0.0%	-	0.0%	-	-	-	0.0%
TOTAL STATE RESOURCES	120,000	103,670	86.4%	-	0.0%	16,330	120,000	105,319	87.8%
FEDERAL RESOURCES:									
5921 SCHOOL BREAKFAST PROGRAM	6,097,851	7,037,885	115.4%	563,014	9.2%	(940,034)	6,000,000	7,151,685	119.2%
5922 NATIONAL SCHOOL LUNCH PROGRAM	17,203,697	17,376,077	101.0%	1,440,339	8.4%	(172,380)	15,346,000	19,800,784	129.0%
5923 USDA DONATED COMMODITIES	1,500,000	-	0.0%	-	0.0%	1,500,000	1,500,000	1,847,811	123.2%
5938 SUMMER FEEDING PROGRAM	-	-	--	-	--	-	-	-	--
5939 CACFP SUPPER PROGRAM	200,000	560,125	280.1%	50,373	25.2%	(360,125)	200,000	647,045	323.5%
TOTAL FEDERAL RESOURCES	25,001,548	24,974,087	99.9%	2,053,727	8.2%	27,461	23,046,000	29,447,324	127.8%
OTHER SOURCES:									
7949 SBITA PROCEEDS	-	-	--	-	--	-	-	-	--
TOTAL OTHER REVENUE SOURCES	-	-	--	-	--	-	-	-	--
TOTAL FOOD SERVICE REVENUE:	25,826,548	26,947,706	104.3%	2,171,891	8.4%	(1,121,158)	24,246,000	31,735,885	130.9%
EXPENDITURES:									
35 FOOD SERVICE:									
6100 PAYROLL	11,088,542	10,685,742	96.4%	702,933	6.3%	402,800	9,541,542	10,341,225	108.4%
6200 CONTRACTED SERVICES	757,571	415,264	54.8%	16,481	2.2%	342,307	781,309	570,089	73.0%
6300 SUPPLIES	13,738,283	12,793,531	93.1%	1,317,013	9.6%	944,752	13,534,432	14,552,282	107.5%
6400 OTHER EXPENSE	87,859	60,808	69.2%	1,710	1.9%	27,051	92,937	69,094	74.3%
6600 CAPITAL OUTLAY	473,602	445,220	94.0%	-	0.0%	28,381	1,175,870	949,647	80.8%
FOOD SERVICE EXPENDITURES	26,145,857	24,400,566	93.3%	2,038,137	7.8%	1,745,291	25,126,090	26,482,338	105.4%
36 EXTRA-CURRICULAR ACTIVITIES:									
6100 PAYROLL	-	-	--	-	--	-	-	-	--
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES	-	-	--	-	--	-	-	-	--
6400 OTHER EXPENSE	-	-	--	-	--	-	-	-	--
6600 CAPITAL OUTLAY	-	-	--	-	--	-	-	-	--
EXTRA-CURRICULAR ACTIVITIES	-	-	--	-	--	-	-	-	--
51 MAINTENANCE:									
6100 PAYROLL	96,275	102,188	106.1%	8,345	8.7%	(5,913)	80,275	89,805	111.9%
6200 CONTRACTED SERVICES	6,624	5,520	83.3%	-	0.0%	1,104	9,980	5,520	55.3%
6300 SUPPLIES	191,247	142,979	74.8%	13,940	7.3%	48,268	181,641	147,318	81.1%
MAINTENANCE EXPENDITURES	294,146	250,687	85.2%	22,285	7.6%	43,459	271,896	242,643	89.2%
71 DEBT SERVICE:									
6500 DEBT SERVICE FEES							-	39,204	
DEBT SERVICE EXPENDITURES	-	-	--	-	--	-	-	39,204	--
81 FACILITIES:									
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6600 CAPITAL OUTLAY	-	-	--	-	--	-	-	-	--
FACILITIES EXPENDITURES	-	-	--	-	--	-	-	-	--
89 OTHER USES:									
8911 INTERFUND TRANSFERS OUT	-	-	--	-	0.0%	-	-	-	--
TOTAL 6000 EXPENDITURES:	26,440,003	24,651,254	93.2%	2,060,422	7.8%	1,788,750	25,397,986	26,764,185	105.4%
EXCESS (DEFICIENCY) REVENUE OVER EXPENDITURES:	(613,455)	2,296,452		111,469			(1,151,986)	4,971,700	
BEGINNING FUND BALANCE:	16,931,145	23,054,831					5,211,668	14,617,813	
ENDING FUND BALANCE:	16,317,690	25,351,283					4,059,682	19,589,513	

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF DEBT SERVICE BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 YTD ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
REVENUE:									
LOCAL RESOURCES:									
5711 TAXES CURRENT YEAR	64,969,192	65,072,986	100.2%	(154,291)	-0.2%	(103,794)	64,299,650	61,770,558	96.1%
5712 DELINQUENT TAXES	100,000	(899,720)	-899.7%	12,529	12.5%	999,720	100,000	625,818	625.8%
5719 OTHER TAX RELATED REVENUE	-	451,444	--	25,182	--	(451,444)	-	435,770	--
TOTAL TAXES	65,069,192	64,624,711	99.3%	(116,579)	-0.2%	444,481	64,399,650	62,832,146	97.6%
5742 INVESTMENT EARNINGS	300,000	237,522	79.2%	45,931	15.3%	62,478	250,000	157,118	62.8%
5749 MISC REVENUE						-	-	37,064	--
TOTAL LOCAL RESOURCES	65,369,192	64,862,233	99.2%	(70,648)	-0.1%	62,478	64,649,650	63,026,328	97.5%
STATE RESOURCES (EDA):									
5829 TEA/NON-FOUNDATION REVENUI	2,837,133	4,789,457	168.8%	-	0.0%	(1,952,324)	-	4,648,246	--
TOTAL STATE RESOURCES	2,837,133	4,789,457	168.8%	-	0.0%	(1,952,324)	-	4,648,246	--
OTHER SOURCES:									
7911 SALE OF BONDS	-	-	--	-	--	-	-	-	--
7915 INTERFUND TRANSERS IN	-	-	--	-	--	-	-	-	--
7916 PREMIUM (DISCOUNT) BONDS P/	-	-	--	-	--	-	-	-	--
TOTAL OTHER SOURCES	-	-	--	-	0.0%	-	-	-	--
TOTAL REVENUE:	68,206,325	69,651,690	102.1%	(187,228)	-0.3%	(1,445,365)	64,649,650	67,674,574	104.7%
EXPENDITURES:									
71 DEBT SERVICE:									
6500 DEBT SERVICE FEES	68,156,325	68,071,131	99.9%	16,889,338	24.8%	85,194	64,549,650	64,552,757	100.0%
DEBT SERVICE EXPENDITURES	68,156,325	68,071,131	99.9%	16,889,338	24.8%	85,194	64,549,650	64,552,757	100.0%
OTHER USES:									
8949 REFUNDING BONDS	-	-	0.0%	-	0.0%	-	-	-	--
TOTAL OTHER USES	-	-	0.0%	-	0.0%	-	-	-	--
TOTAL EXPENDITURES:	68,156,325	68,071,131	99.9%	16,889,338	24.8%	85,194	64,549,650	64,552,757	100.0%
EXCESS (DEFICIENCY) REVENUE OVER EXPENDITURES:	50,000	1,580,559		(17,076,565)			100,000	3,121,817	
BEGINNING FUND BALANCE:	13,035,760	16,034,099					8,394,557	14,096,673	
ENDING FUND BALANCE:	13,085,760	17,614,658					8,494,557	17,218,490	

IRVING INDEPENDENT SCHOOL DISTRICT
COMBINED STATEMENT OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCES
ALL GOVERNMENTAL FUND TYPES
09/01/2025-08/31/2026

DATA CONTROL CODES	GOVERNMENTAL FUND TYPES 100-199 GENERAL	200-499 SPECIAL REVENUE EXCLUDING FOOD SERVICE	500-599 DEBT SERVICE	600-699 CAPITAL PROJECTS
5700	$ 165,570,708	$ 841,357	$ 64,862,233	$ 17,756,625
5800	174,920,420.57	3,962,738	4,789,457	-
5900	1,469,531	20,184,615	-	-
5020	$ 341,960,659	24,988,710	69,651,690	17,756,625
0010	199,474,816	18,192,946	-	1,138
0020	25,436,783	3,620,540	-	14,096
0030	42,356,932	1,803,513	-	601,354
0040	10,348,520	148,658	-	4,212,701
0050	43,217,009	337,902	-	8,426,973
0060	2,323,088	2,236,947	-	-
0070	-	-	68,071,131	9,500
0080	234,001	-	-	157,771,970
0090	795,502	-	-	-
6030	324,186,651	26,340,506	68,071,131	171,037,731
	17,774,008	(1,351,796)	1,580,559	(153,281,106)
7900				
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
7020	-	-	-	-
8900				
	-	-	-	-
	88,301	-	-	-
8030	88,301	-	-	-
	(88,301)	-	-	-
1200	17,685,707	(1,351,796)	1,580,559	(153,281,106)
0100	153,507,914	407,328	20,725,742	413,234,283
3000	$ 171,193,621	$ (944,468)	$ 22,306,301	#########

IRVING INDEPENDENT SCHOOL DISTRICT
COMBINED STATEMENT OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCES
ALL GOVERNMENTAL FUND TYPES
09/01/2024-08/31/2025

DATA CONTROL CODES		GOVERNMENTAL FUND TYPES			
		100-199	200-499	500-599	600-699
		GENERAL	SPECIAL REVENUE EXCLUDING FOOD SERVICE	DEBT SERVICE	CAPITAL PROJECTS
	REVENUE:				
5700	Local and Intermediate Sourc	$ 162,285,275	$ 551,407	$ 63,026,328	$ 16,007,937
5800	State Program Revenues	175,012,332.25	5,478,772	4,648,246	-
5900	Federal Program Revenues	2,695,609	23,308,363	-	-
5020	Total Revenue:	$ 339,993,216	29,338,542	67,674,574	16,007,937
	EXPENDITURES:				
0010	Instruction and Instructional-F	196,746,693	18,808,775	-	1,120,440
0020	Instructional and School Lead	27,339,840	2,807,350	-	406,119
0030	Support Services - Student (Pu	42,537,122	1,982,744	-	1,121,557
0040	Administrative Support Servic	9,868,864	847,681	-	2,853,769
0050	Support Services - Nonstuden	40,690,395	695,484	-	9,721,332
0060	Community Services	1,245,799	2,720,450	-	-
0070	Debt Service	-	-	64,552,757	1,743,053
0080	Capital Outlay	188,054	872,081	-	148,414,124
0090	Intergovernmental Charges/J.	846,945	-	-	-
6030	Total Expenditures:	319,463,713	28,734,564	64,552,757	165,380,395
	EXCESS (DEFICIENCY) REVENUE OVER (UNDER)	20,529,503	603,979	3,121,817	(149,372,458)
7900	**OTHER FINANCING SOURCES:**				
	Proceeds from Sale of Fixed A	35,550	-	-	-
	Proceeds from Sale of Bonds	-	-	-	222,115,000
	Premium (Discount) Bonds Pa	-	-	-	5,188,053
	Operating Transfers In	-	-	-	
	Special Items	-	-	-	-
	SBITA Proceeds	204,551	-	-	1,492,916
	Interfund Transfers In	204,551	-	-	7,900,000
7020	Total Other Financing Sou	444,652	-	-	236,695,969
8900	**OTHER FINANCING USES:**				
	Refunding Bonds	-		-	-
	Operating Transfers Out	-	-	-	7,900,000
8030	Total Other Financing Use	-	-	-	7,900,000
	TOTAL OTHER FINANCING S(	444,652	-	-	228,795,969
1200	**EXCESS (DEFICIENCY) REVENUE AND OTHER FINANCING SOURCES OVER (UNDER) EXPENDIT**	20,974,155	603,979	3,121,817	79,423,511
0100	**FUND BALANCE - September**	111,840,657	(208,280)	(7,357,612)	(19,278,210)
3000	**FUND BALANCE (DEFICIT) - (**	$ 132,814,812	$ 395,698	$ (4,235,795)	$ 60,145,300

IRVING INDEPENDENT SCHOOL DISTRICT
COMPARISON OF INTERNAL SERVICE FUNDS BUDGET & ACTUAL
August 31, 2026

	CURRENT YEAR						PRIOR YEAR		
	BUDGET	09/01/2025 to 08/31/2026 YTD ACTUAL	%YTD	08/26 MTD ACTUAL	%MTD	(OVER) UNDER YTD BUDGET	BUDGET	09/01/2024 to 08/31/2025 YTD ACTUAL	%YTD
REVENUE:									
LOCAL RESOURCES:									
5739 OTHER TUITION AND FEES	-	-	--	-	--	-	-	-	--
5742 INVESTMENT EARNINGS	1,000.00	97,509.80	9751.0%	8,248	824.8%	(96,510)	1,000	110,091	11009.1%
5744 GIFTS AND BEQUESTS	-	-	--	-	--	-	-	-	--
5749 MISCELLANEOUS REVENUE	-	6,206	--	-	--	(6,206)	435,647	5,626	1.3%
5751 FOOD SERVICES	-	-	--	-	--	-	-	-	--
5754 INTERFUND TRANSACTIONS	2,040,368	1,361,214	66.7%	120,479	5.9%	679,154	2,040,368	1,505,296	73.8%
5755 ACTIVITY FUND RECEIPTS	-	-	--	-	--	-	250	-	0.0%
5769 REVENUE FROM INTERMEDIATE	5,000	5,000	100.0%	-	0.0%	-	-	-	--
TOTAL LOCAL RESOURCES	2,046,368	1,469,931	71.8%	128,727	6.3%	576,437	2,477,265	1,621,012	65.4%
OTHER SOURCES:									
7901 SALE OF REFUNDING BONDS	-	-	0.0%	-	0.0%	-	-	-	0.0%
7911 SALE OF BONDS	-	-	0.0%	-	0.0%	-	-	-	0.0%
7915 INTERFUND TRANSFER IN	88,301	88,301.00	100.0%	-	0.0%	-	-	-	--
7916 PREMIUM (DISCOUNT) BONDS PAY	-	-	0.0%	-	0.0%	-	-	-	0.0%
7999 OTHER MISC SOURCES	-	-	0.0%	-	0.0%	-	-	-	0.0%
TOTAL OTHER SOURCES	88,301	88,301.00	0.0%	-	0.0%	-	-	-	0.0%
TOTAL INTERNAL SERVICE FUNDS REVENUI	2,134,669	1,558,232	73.0%	128,727	6.0%	576,437	2,477,265	1,621,012	65.4%
EXPENDITURES:									
13 STAFF DEVELOPMENT:									
6300 SUPPLIES	-	-	--	-	--	-	-	-	--
TOTAL STAFF DEVELOPMENT	-	-	--	-	--	-	-	-	--
21 INSTRUCTIONAL ADMINISTRATION:									
6100 PAYROLL	-	-	--	-	--	-	225,387	(598)	-0.3%
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES	-	-	--	-	--	-	199,942	-	0.0%
6400 OTHER EXPENSE	-	-	--	-	--	-	10,500	-	0.0%
6600 CAPITAL OUTLAY	-	1,149	--	-	--	(1,149)	68	68	100.0%
TOTAL INSTRUCTIONAL ADMINISTRAT	-	1,149	--	-	--	(1,149)	435,897	(530)	-0.1%
35 FOOD SERVICE									
6100 PAYROLL COSTS	-	-	--	-	--	-	-	-	--
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES	-	-	--	-	--	-	-	-	--
TOTAL EXTRA-CURRICULAR ACTIVITIES	-	-	--	-	--	-	-	-	--
36 EXTRA-CURRICULAR ACTIVITIES:									
6100 PAYROLL	-	-	--	-	--	-	-	-	--
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES	-	-	--	-	--	-	-	-	--
6400 OTHER OPERATING COST	-	-	--	-	--	-	-	-	--
TOTAL EXTRA-CURRICULAR ACTIVITIES	-	-	--	-	--	-	-	-	--
41 GENERAL ADMINISTRATION:									
6100 PAYROLL	177,270	132,817	74.9%	11,048	6.2%	44,453	177,270	130,310	73.5%
6200 CONTRACTED SERVICES	421,219	1,354,406	321.5%	632	0.2%	(933,187)	1,256,155	1,366,505	108.8%
6300 SUPPLIES	43,289	19,412	44.8%	7,544	17.4%	23,877	47,714	66,356	139.1%
6400 OTHER EXPENSE	1,345,383	52,295	3.9%	602	0.0%	1,293,088	390,840	201,208	51.5%
6600 CAPITAL OUTLAY	101,041	101,041	100.0%	8,420	8.3%	0	127,511	(360)	-0.3%
TOTAL GENERAL ADMINISTRATION	2,088,202	1,659,971	79.5%	28,246	1.4%	428,231	1,999,490	1,764,018	88.2%
51 MAINTENANCE:									
6100 PAYROLL	-	-	--	-	--	-	-	-	--
6200 CONTRACTED SERVICES	-	552	--	-	--	(552)	-	-	--
6300 SUPPLIES	3,660	-	0.0%	-	0.0%	3,660	3,660	-	0.0%
6400 OTHER OPERATING COST	42,807	36,810	86.0%	132	0.3%	5,997	41,807	37,984	90.9%
TOTAL EXTRA-CURRICULAR ACTIVITIES	46,467	37,362	--	132	--	9,105	45,467	37,984	--
61 COMMUNITY SERVICES:									
6100 PAYROLL	-	-	--	-	--	-	-	-	--
6200 CONTRACTED SERVICES	-	-	--	-	--	-	-	-	--
6300 SUPPLIES	-	-	--	-	--	-	-	-	--
6400 OTHER EXPENSE	-	-	--	-	--	-	-	-	--
TOTAL COMMUNITY SERVICES	-	-	--	-	--	-	-	-	--
71 DEBT SERVICE:									
6500 DEBT SERVICE FEES	-	-	--	-	--	-	-	1,170	--
DEBT SERVICE EXPENDITURES	-	-	--	-	--	9,105	-	1,170	--
OTHER USES:									
8911 INTERFUND TRANSFERS OUT	-	-	--	-	--	-	-	-	--
TOTAL OTHER USES	-	-	--	-	--	-	-	-	--
TOTAL 6000 EXPENDITURES:	2,134,669	1,698,482	79.6%	28,378	1.3%	436,187	2,480,854	1,802,642	72.7%
NET INCOME (LOSS)	-	(140,251)		100,349			(3,589)	(181,629)	
BEGINNING FUND BALANCE:	66,265	254,216					189,717	1,112,496	
ENDING FUND EQUITY BALANCE:	66,265	113,965					186,128	930,867	

IRVING INDEPENDENT SCHOOL DISTRICT
COMBINED STATEMENT OF REVENUE, EXPENSES AND
CHANGES IN FUND NET ASSETS
INTERNAL SERVICE FUNDS
09/01/2025-08/31/2026

		WORKERS COMPENSATION 771	UNEMPLOYMENT 772	SCIENCE REFURBISHMENT 774	PRINTSHOP SERVICE CENTER 775	TOTAL PROPRIETARY FUNDS 700-799
	OPERATING REVENUE					
5700	Charges for Services	$ 1,270,376	$ 11,489	$ -	$ 90,555	$ 1,372,421
5020	Total Operating Revenue	1,270,376	11,489	-	90,555	1,372,421
	OPERATING EXPENSES					
6100	Payroll Costs	82,653	50,164			132,817
6200	Professional/Contracted Services	1,323,790			31,168	1,354,958
6300	Supplies and Materials	17,570	-		1,842	19,412
6400	Claims, Admin, & Other Expenses	43,545	45,561			89,106
6600	Capital Outlay			1,149	101,041	102,189
6030	Total Operating Expenses	1,467,558	95,725	1,149	134,051	1,698,482
	Operating Income (Loss)	(197,181)	(84,236)	(1,149)	(43,496)	(326,062)
	NON-OPERATING REVENUE					
5742	Interest Income	97,510	-	-	-	97,510
	OTHER SOURCES					
7900	Interfund Transfers In	88,301	-	-	-	88,301
	OTHER USES					
8911	Interfund Transfers Out	-	-	-	-	-
	CHANGE IN NET ASSETS	$ (11,370)	$ (84,236)	$ (1,149)	$ (43,496)	$ (140,251)
0100	Total Net Assets - September 1 (Beginning)	$ 2,630,054	$ 333,526	$ (773,084)	$ 166,015	$ 2,356,511
3000	**TOTAL NET ASSETS**	$ 2,618,684	$ 249,290	$ (774,233)	$ 122,519	$ 2,216,260

IRVING INDEPENDENT SCHOOL DISTRICT
COMBINED STATEMENT OF REVENUE, EXPENSES AND
CHANGES IN FUND NET ASSETS
INTERNAL SERVICE FUNDS
09/01/2024-08/31/2025

		WORKERS COMPENSATION 771	UNEMPLOYMENT 772	SCIENCE REFURBISHMENT 774	PRINTSHOP SERVICE CENTER 775		TOTAL PROPRIETARY FUNDS 700-799
	OPERATING REVENUE						
5700	Charges for Services	$ 1,291,608	$ 11,726	$ -	$ 207,588	#	$ 1,510,922
5020	Total Operating Revenue	1,291,608	11,726	-	207,588		110,091
	OPERATING EXPENSES						
6100	Payroll Costs	80,634	49,676	(598)			129,712
6200	Professional/Contracted Services	1,339,774	6,600		20,130		1,366,505
6300	Supplies and Materials	38,617	-	-	27,739		66,356
6400	Claims, Admin, & Other Expenses	73,482	65,745	-	99,965		239,191
6500	Debt Service				1,170		1,170
6600	Capital Outlay			68	(360)		(292)
6030	Total Operating Expenses	1,532,507	122,021	(530)	148,644		1,802,642
	Operating Income (Loss)	(240,898)	(110,295)	530	58,943		(1,692,551)
	NON-OPERATING REVENUE						
5742	Interest Income	110,091	-	-	-		110,091
	OTHER SOURCES						
7900	Interfund Transfers In	-	-	-	-		-
	OTHER USES						
8911	Interfund Transfers Out	-	-	-	-		-
	CHANGE IN NET ASSETS	$ (130,808)	$ (110,295)	$ 530	$ 58,943		$ (1,582,460)
0100	Total Net Assets - September 1 (Beginning)	$ 2,760,862	$ 443,822	$ (773,614)	$ 107,071		$ 2,538,141
3000	**TOTAL NET ASSETS**	$ 2,630,054	$ 333,527	$ (773,084)	$ 166,014		$ 955,681

CONSOLIDATED BALANCE SHEET FOR GO 2026 13

OBJ	OBJ DESCRIPTION	NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS			
1111	CASH IN BANK	.00	207,956,782.29
1151	IMPREST FUNDS	.00	710.69
1152	IMPREST CAFT/ACCT. OVER/UNDER	.00	-137.15
1153	IMPREST CHANGE FUND	.00	2,553.45
1170	LEGACY TEXAS MMA	.00	1,282,740.18
1173	AGENCY SECURITIES	.00	4,011,820.00
1175	TEXPOOL	.00	1,230,350.69
1176	TEXSTAR	.00	10,731,427.96
1177	LONE STAR POOL	.00	6,558,502.45
1178	TEXAS CLASS	.00	-66,952,137.57
1179	LOGIC	.00	10,291,831.45
1180	LANDING ROCK INVESTORS	.00	11,896,760.53
1222	PROPERTY TAXES - DELQ-PRIOR YE	.00	6,591,100.00
1231	ALLOWANCE FOR UNCOLLECTABLE TA	.00	-2,287,966.00
1241	DUE FROM STATE	.00	3,449,559.70
1251	ACCRUED INTEREST	.00	61,964.96
1262	DUE FROM SPECIAL REVENUE	.00	2,677,984.00
1263	DUE FROM I & S	.00	-11,663.47
1266	DUE FROM INTERNAL SERVICE FUND	.00	771,403.00
1291	RECEIVABLES	.00	-.25
1295	DUE FROM TRISTAR	.00	-150,603.24
1311	INVENTORIES - GENERAL SUPPLIES	.00	524,725.34
1312	INVENTORIES - SCHOOLDUDE	.00	497,216.00
1313	POSTAGE	.00	72,500.39
1411	DEFERRED EXPENDITURES	.00	57,420.00
1493	RETURNED CHECKS	.00	10,225.34
1495	PREPAID EXPENSE	.00	53,094.30
	TOTAL ASSETS	.00	199,328,165.04
LIABILITIES			
2110	ACTIVE CARD INTEGRATION PAYABL	.00	-233,948.74
2111	ACCOUNTS PAYABLE	.00	-1,606,020.10
2113	TAX REFUNDS/ATTNY'S FEE	.00	-156,284.51
2114	RETAINAGES	.00	40.00
2161	ACCRUED WAGES PAYABLE	.00	-16,067,438.26
2173	DUE TO I&S	.00	-20,091.00
2181	DUE TO STATE	.00	2,331.53
2192	DUE TO EMPLOYEE GROUPS	.00	-18,946.71
2199	CREDIT CARD SUSPENSION	.00	-20,402.49
2311	DEFERRED REVENUE	.00	-4,308,802.01
	TOTAL LIABILITIES	.00	-22,429,562.29
FUND BALANCE			
3411	RESERVE FOR INVENTORIES	.00	-859,769.00

CONSOLIDATED BALANCE SHEET FOR GO 2026 13

OBJ	OBJ DESCRIPTION	NET CHANGE FOR PERIOD	ACCOUNT BALANCE
FUND BALANCE			
3431	RESERVE FOR PREPAID ITEMS	.00	-104,671.00
3441	RESERVE FOR OUTSTANDING ENCUMB	.00	392,378.42
3591	OTHER DESIGNATED FUND BALANCE	.00	-59,531,270.45
3610	FUND BALANCE FOR PEIMS	.00	-308.23
3611	FUND BALANCE BEG-OF-YEAR	.00	-99,145,132.12
3612	BUDGET SURPLUS/DEFICIT	.00	1,329,313.30
4310	RESERVE FOR ENCUMBRANCES	.00	-450,763.06
4311	RESERVE FOR ENCUMBRANCES	.00	450,763.06
5010	ESTIMATED REVENUE - CO	.00	335,098,130.70
5050	REALIZED REVENUE - CO	.00	-341,957,635.43
6010	APPROPRIATED EXPENDITURES - CO	.00	-336,428,158.00
6050	EXPENDITURES - CO	.00	324,299,158.31
	TOTAL FUND BALANCE	.00	-176,907,963.50
	TOTAL LIABILITIES + FUND BALANCE	.00	-199,337,525.79

** END OF REPORT - Generated by MIEISHA RUNNELS **

CONSOLIDATED BALANCE SHEET FOR FS 2026 13

OBJ	OBJ DESCRIPTION	NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS			
1111	CASH IN BANK	.00	-10,962,784.58
1151	IMPREST FUNDS	.00	1,000.00
1153	IMPREST CHANGE FUND	.00	885.00
1178	TEXAS CLASS	.00	33,693,087.65
1241	DUE FROM STATE	.00	1,693,403.44
1311	INVENTORIES - GENERAL SUPPLIES	.00	180,126.58
	TOTAL ASSETS	.00	24,605,718.09
LIABILITIES			
2110	ACTIVE CARD INTEGRATION PAYABL	.00	3,213.13
2111	ACCOUNTS PAYABLE	.00	-12,294.96
	TOTAL LIABILITIES	.00	-9,081.83
FUND BALANCE			
3411	RESERVE FOR INVENTORIES	.00	-180,126.00
3441	RESERVE FOR OUTSTANDING ENCUMB	.00	1,377.40
3451	RESERVE - FOOD SERVICE	.00	-22,905,862.15
3612	BUDGET SURPLUS/DEFICIT	.00	1,401,864.19
4310	RESERVE FOR ENCUMBRANCES	.00	-37,881.34
4311	RESERVE FOR ENCUMBRANCES	.00	37,881.34
5010	ESTIMATED REVENUE - CO	.00	25,826,548.00
5050	REALIZED REVENUE - CO	.00	-26,955,689.30
6010	APPROPRIATED EXPENDITURES - CO	.00	-26,440,003.19
6050	EXPENDITURES - CO	.00	24,655,254.77
	TOTAL FUND BALANCE	.00	-24,596,636.28
	TOTAL LIABILITIES + FUND BALANCE	.00	-24,605,718.11

** END OF REPORT - Generated by MIEISHA RUNNELS **

CONSOLIDATED BALANCE SHEET FOR DS 2026 13

OBJ	OBJ DESCRIPTION	NET CHANGE FOR PERIOD	ACCOUNT BALANCE
ASSETS			
1111	CASH IN BANK	.00	-131,268.73
1177	LONE STAR POOL	.00	1,035,585.62
1178	TEXAS CLASS	.00	16,889,319.45
1222	PROPERTY TAXES - DELQ-PRIOR YE	.00	2,238,406.00
1231	ALLOWANCE FOR UNCOLLECTABLE TA	.00	-615,051.00
1261	DUE FROM OPERATING	.00	20,091.00
	TOTAL ASSETS	.00	19,437,082.34
LIABILITIES			
2113	TAX REFUNDS/ATTNY'S FEE	.00	246.89
2171	DUE TO GENERAL FUND	.00	11,663.47
2184	DUE TO STATE	.00	-210,981.00
2311	DEFERRED REVENUE	.00	-1,623,355.00
	TOTAL LIABILITIES	.00	-1,822,425.64
FUND BALANCE			
3480	RESTRICTED - LT DEBT RETIREMEN	.00	-11,340,194.82
3611	FUND BALANCE BEG-OF-YEAR	.00	-4,693,904.47
3612	BUDGET SURPLUS/DEFICIT	.00	-49,998.12
5010	ESTIMATED REVENUE - CO	.00	68,206,325.00
5050	REALIZED REVENUE - CO	.00	-69,651,689.83
6010	APPROPRIATED EXPENDITURES - CO	.00	-68,156,325.00
6050	EXPENDITURES - CO	.00	68,071,130.54
	TOTAL FUND BALANCE	.00	-17,614,656.70
	TOTAL LIABILITIES + FUND BALANCE	.00	-19,437,082.34

** END OF REPORT - Generated by MIEISHA RUNNELS **

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Approval Of The Supplements To The Irving ISD Tax Rolls

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The Board approved the tax roll on August 17, 2026. Supplements to the tax rolls are prepared monthly by the Dallas Central Appraisal District

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board of Trustees approve the supplements to the Irving ISD tax rolls.

RECOMMENDED BOARD MOTION

I move the Board approve the Supplements to the Irving ISD Tax Rolls.

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Approval Of The Supplements To The Irving ISD Tax Rolls

MEMO

Date: October 19, 2026

To: Fernando Natividad, Chief Financial Officer

From: Cher Elzy, Executive Director of Tax Compliance

Subject: September Supplement Reports

Attached for your consideration are the September Supplement Reports.

Thank you.

DALLAS CENTRAL APPRAISAL DISTRICT

SUPPLEMENT 09-2026

As of September 03, 2026

State of Texas
County of Dallas

Property Tax Code, Section 25.25

I, Shane Docherty, Executive Director/Chief Appraiser of the Dallas Central Appraisal District, attest to the best of my knowledge, that the attached is a supplement to the certified appraisal roll which lists taxable property for

IRVING ISD

Tax Year	Amount of
2026	173,155,339
2025	33,152,642-
2024	5,950,515-
2023	8,510,093-
2022	1,708,194-
2021	1,862,723-

Date : September 10, 2026

Shane Docherty
Executive Director/Chief Appraiser

2026 SUPPLEMENT NO. 02

Real Property Additions	Personal Property Additions
$ 195,523,841	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 195,523,841	$ (22,368,502)	$ 173,155,339

Summary of Supplemental Change Report #1 through #2

Value	Reason
$ (30,753,097)	Exemptions and Value Changes
$ 540,279,875	Total Additions
$ 509,526,778	Net Total

2025 SUPPLEMENT NO. 14

Real Property Additions	Personal Property Additions
$ 0	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 0	$ (33,152,642)	$ (33,152,642)

Summary of Supplemental Change Report
#1 through #14

Value	Reason
$ (462,621,840)	Exemptions and Value Changes
$ 848,952,532	Total Additions
$ 386,330,692	Net Total

2024 SUPPLEMENT NO. 26

Real Property Additions	Personal Property Additions
$ 0	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 0	$ (5,950,515)	$ (5,950,515)

Summary of Supplemental Change Report
#1 through #26

Value	Reason
$ (902,946,531)	Exemptions and Value Changes
$ 320,983,924	Total Additions
$ (581,962,607)	Net Total

2023 SUPPLEMENT NO. 38

Real Property Additions	Personal Property Additions
$ 0	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 0	$ (8,510,093)	$ (8,510,093)

Summary of Supplemental Change Report
#1 through #38

Value	Reason
$ (904,542,100)	Exemptions and Value Changes
$ 651,161,970	Total Additions
$ (253,380,130)	Net Total

2022 SUPPLEMENT NO. 50

Real Property Additions	Personal Property Additions
$ 0	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 0	$ (1,708,194)	$ (1,708,194)

Summary of Supplemental Change Report #1 through #50

Value	Reason
$ (716,949,174)	Exemptions and Value Changes
$ 536,734,353	Total Additions
$ (180,214,821)	Net Total

2021 SUPPLEMENT NO. 62

Real Property Additions	Personal Property Additions
$ 0	$ 0

Total Additions	Supplemental Change Report	Net Changes of Changes
$ 0	$ (1,862,723)	$ (1,862,723)

Summary of Supplemental Change Report #1 through #62

Value	Reason
$ (383,574,353)	Exemptions and Value Changes
$ 656,479,235	Total Additions
$ 272,904,882	Net Total

RECAP FOR SEPTEMBER SUPPLEMENT

2026 SUPPLEMENT NO.	02	$	173,155,339
2025 SUPPLEMENT NO.	14	$	(33,152,642)
2024 SUPPLEMENT NO.	26	$	(5,950,515)
2023 SUPPLEMENT NO.	38	$	(8,510,093)
2022 SUPPLEMENT NO.	50	$	(1,708,194)
2021 SUPPLEMENT NO.	62	$	(1,862,723)

FY 2026-2027

COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 2	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 24,243,525,000	$ 23,449,423,692	509,526,778	$ 23,958,950,470
M & O LEVY (0.6985)	$ 169,341,022	$ 163,794,224	3,559,045	$ 167,353,269
I & S LEVY (.2899)	$ 70,281,979	$ 67,979,879	1,477,118	$ 69,456,997
TOTAL LEVY (.9884)	$ 239,623,001	$ 231,774,103	5,036,163	$ 236,810,266

2026 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	**336,371,439**
SUPPLEMENT NO. 2	**173,155,339**
TOTAL	**509,526,778**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2024 SUPPLEMENTAL BUDGET	-150,000,000
NET GAIN (LOSS) TO TAX	659,526,778
LEVY GAIN (LOSS) M & O	4,606,795
LEVY GAIN (LOSS) I & S	1,911,968
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	6,518,763

FY 2025-2026
COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 14	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 22,909,175,210	$ 22,307,229,200	386,330,692	$ 22,693,559,892
M & O LEVY (0.7179)	$ 164,464,969	$ 160,143,598	2,773,468	$ 162,917,066
I & S LEVY (.2980)	$ 68,269,342	$ 66,475,543	1,151,265	$ 67,626,808
TOTAL LEVY (1.0159)	$ 232,734,311	$ 226,619,141	3,924,733	$ 230,543,874

2025 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	**56,373,457**
SUPPLEMENT NO. 2	**182,289,549**
SUPPLEMENT NO. 3	**321,451,045**
SUPPLEMENT NO. 4	**141,933,522**
SUPPLEMENT NO. 5	**78,615,573**
SUPPLEMENT NO. 6	**-38,142,672**
SUPPLEMENT NO. 7	**-29,227,237**
SUPPLEMENT NO. 8	**-20,360,428**
SUPPLEMENT NO. 9	**-36,758,082**
SUPPLEMENT NO. 10	**-40,877,311**
SUPPLEMENT NO. 11	**-43,321,768**
SUPPLEMENT NO. 12	**-88,284,324**
SUPPLEMENT NO. 13	**-64,207,990**
SUPPLEMENT NO. 14	**-33,152,642**
TOTAL	**386,330,692**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2024 SUPPLEMENTAL BUDGET	-150,000,000
NET GAIN (LOSS) TO TAX	536,330,692
LEVY GAIN (LOSS) M & O	3,850,318
LEVY GAIN (LOSS) I & S	1,598,265
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	5,448,583

FY 2024-2025
COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 26	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 22,786,745,294	$ 22,546,567,363	-581,962,607	$ 21,964,604,756
M & O LEVY (0.7179)	$ 163,571,686	$ 161,861,807	-4,177,910	$ 157,683,897
I & S LEVY (.2980)	$ 67,898,541	$ 67,188,771	-1,734,248	$ 65,454,523
TOTAL LEVY (1.0159)	$ 231,470,227	$ 229,050,578	-5,912,158	$ 223,138,420

2024 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	64,188,385
SUPPLEMENT NO. 2	140,103,307
SUPPLEMENT NO. 3	91,131,986
SUPPLEMENT NO. 4	-34,682,584
SUPPLEMENT NO. 5	-9,520,752
SUPPLEMENT NO. 6	-5,510,626
SUPPLEMENT NO. 7	-19,382,069
SUPPLEMENT NO. 8	-48,019,555
SUPPLEMENT NO. 9	-39,511,608
SUPPLEMENT NO. 10	-46,474,077
SUPPLEMENT NO. 11	-35,940,857
SUPPLEMENT NO. 12	-69,884,528
SUPPLEMENT NO. 13	-61,264,667
SUPPLEMENT NO. 14	-72,406,364
SUPPLEMENT NO. 15	-28,144,763
SUPPLEMENT NO. 16	-26,181,953
SUPPLEMENT NO. 17	-40,492,457
SUPPLEMENT NO. 18	-83,756,803
SUPPLEMENT NO. 19	-58,802,942
SUPPLEMENT NO. 20	-94,945,012
SUPPLEMENT NO. 21	-61,604,050
SUPPLEMENT NO. 22	-14,409,231
SUPPLEMENT NO. 23	-5,190,034
SUPPLEMENT NO. 24	-13,769,357
SUPPLEMENT NO. 25	-1,541,481
SUPPLEMENT NO. 26	-5,950,515
TOTAL	**-581,962,607**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2024 SUPPLEMENTAL BUDGET	-150,000,000
NET GAIN (LOSS) TO TAX	(431,962,607)
LEVY GAIN (LOSS) M & O	-3,101,060
LEVY GAIN (LOSS) I & S	-1,287,248
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	-4,388,308

FY 2023-2024
COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 38	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 21,868,208,126	$ 20,003,908,010	-253,380,130	$ 19,750,527,880
M & O LEVY (0.7279)	$ 159,178,687	$ 145,608,446	-1,844,354	$ 143,764,092
I & S LEVY (.3002)	$ 65,648,361	$ 60,051,732	-760,647	$ 59,291,085
TOTAL LEVY (1.0281)	$ 224,827,048	$ 205,660,178	-2,605,001	$ 203,055,177

2023 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	351,864,836
SUPPLEMENT NO. 2	170,903,554
SUPPLEMENT NO. 3	45,606,938
SUPPLEMENT NO. 4	21,837,256
SUPPLEMENT NO. 5	-2,980,619
SUPPLEMENT NO. 6	-26,392,915
SUPPLEMENT NO. 7	-34,099,505
SUPPLEMENT NO. 8	-37,246,168
SUPPLEMENT NO. 9	-9,786,752
SUPPLEMENT NO. 10	-79,254,207
SUPPLEMENT NO. 11	-14,187,846
SUPPLEMENT NO. 12	-57,745,061
SUPPLEMENT NO. 13	-48,504,743
SUPPLEMENT NO. 14	-56,317,203
SUPPLEMENT NO. 15	-48,555,193
SUPPLEMENT NO. 16	-73,731,757
SUPPLEMENT NO. 17	-84,155,250
SUPPLEMENT NO. 18	-94,815,398
SUPPLEMENT NO. 19	-32,343,699
SUPPLEMENT NO. 20	-27,659,360
SUPPLEMENT NO. 21	-35,245,159
SUPPLEMENT NO. 22	-30,896,030
SUPPLEMENT NO. 23	-2,832,990
SUPPLEMENT NO. 24	-10,931,337
SUPPLEMENT NO. 25	-5,687,894
SUPPLEMENT NO. 26	-2,040,163
SUPPLEMENT NO. 27	-1,908,358
SUPPLEMENT NO. 28	-2,278,601
SUPPLEMENT NO. 29	-6,111,433
SUPPLEMENT NO. 30	-2,346,980
SUPPLEMENT NO. 31	-1,915,383
SUPPLEMENT NO. 32	-1,438,742
SUPPLEMENT NO. 33	-847,561
SUPPLEMENT NO. 34	-1,852,100

SUPPLEMENT NO. 35	**-1,047,123**
SUPPLEMENT NO. 36	**82,909**
SUPPLEMENT NO. 37	**-10,000**
SUPPLEMENT NO. 38	**-8,510,093**
TOTAL	**-253,380,130**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2023 SUPPLEMENTAL BUDGET	-150,000,000
NET GAIN (LOSS) TO TAX	(103,380,130)
LEVY GAIN (LOSS) M & O	-752,504
LEVY GAIN (LOSS) I & S	-310,347
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	-1,062,851

FY 2022-2023
COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 50	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 19,462,591,586	$ 19,095,365,105	-180,214,821	$ 18,915,150,284
M & O LEVY (0.9056)	$ 176,253,229	$ 172,927,626	-1,632,025	$ 171,295,601
I & S LEVY (.2418)	$ 47,060,546	$ 46,172,593	-435,759	$ 45,736,834
TOTAL LEVY (1.1474)	$ 223,313,775	$ 219,100,219	-2,067,784	$ 217,032,435

2022 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	88,407,442
SUPPLEMENT NO. 2	184,253,590
SUPPLEMENT NO. 3	156,291,881
SUPPLEMENT NO. 4	55,395,081
SUPPLEMENT NO. 5	-280,000
SUPPLEMENT NO. 6	-355,000
SUPPLEMENT NO. 7	-81,030,418
SUPPLEMENT NO. 8	-2,194,340
SUPPLEMENT NO. 9	-33,708,843
SUPPLEMENT NO. 10	-17,715,667
SUPPLEMENT NO. 11	-36,352,638
SUPPLEMENT NO. 12	-36,221,378
SUPPLEMENT NO. 13	-41,859,995
SUPPLEMENT NO. 14	-32,944,537
SUPPLEMENT NO. 15	-24,250,375
SUPPLEMENT NO. 16	-26,776,122
SUPPLEMENT NO. 17	-30,814,162
SUPPLEMENT NO. 18	-121,962,848
SUPPLEMENT NO. 19	-53,731,598
SUPPLEMENT NO. 20	-44,582,740
SUPPLEMENT NO. 21	6,485,974
SUPPLEMENT NO. 22	-35,281,055
SUPPLEMENT NO. 23	-18,077,120
SUPPLEMENT NO. 24	-5,247,134
SUPPLEMENT NO. 25	-4,585,453
SUPPLEMENT NO. 26	-3,295,603
SUPPLEMENT NO. 27	-2,563,890
SUPPLEMENT NO. 28	-3,550,405
SUPPLEMENT NO. 29	-5,444,091
SUPPLEMENT NO. 30	173,452
SUPPLEMENT NO. 31	-3,604,447
SUPPLEMENT NO. 32	-635,158
SUPPLEMENT NO. 33	-794,313
SUPPLEMENT NO. 34	-359,692
SUPPLEMENT NO. 35	-546,858

SUPPLEMENT NO. 36	**364,811**
SUPPLEMENT NO. 37	**-98,871**
SUPPLEMENT NO. 38	**-41,460**
SUPPLEMENT NO. 39	**27,710**
SUPPLEMENT NO. 40	**-18,210**
SUPPLEMENT NO. 41	**0**
SUPPLEMENT NO. 42	**-71,940**
SUPPLEMENT NO. 43	**-32,400**
SUPPLEMENT NO. 44	**-365,050**
SUPPLEMENT NO. 45	**-12,000**
SUPPLEMENT NO. 46	**-587,100**
SUPPLEMENT NO. 47	**0**
SUPPLEMENT NO. 48	**96,343**
SUPPLEMENT NO. 49	**-10,000**
SUPPLEMENT NO. 50	**-1,708,194**
TOTAL	**-180,214,821**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2022 SUPPLEMENTAL BUDGET	-150,000,000
NET GAIN (LOSS) TO TAX	(30,214,821)
LEVY GAIN (LOSS) M & O	-273,625
LEVY GAIN (LOSS) I & S	-73,059
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	-346,684

FY 2021-2022
COMPARISON OF BUDGET TO ACTUAL TAX ROLL

	ORIGINAL BUDGET	CERTIFIED TAX ROLL	ROLLS 1 - 62	ADJUSTED TAX ROLL
NET TAXABLE VALUE	$ 16,919,405,875	$ 16,326,839,855	272,904,882	$ 16,599,744,737
M & O LEVY (0.9390)	$ 158,873,221	$ 153,309,026	2,562,577	$ 155,871,603
I & S LEVY (.2687)	$ 45,462,444	$ 43,870,219	733,295	$ 44,603,514
TOTAL LEVY (1.2077)	$ 204,335,665	$ 197,179,245	3,295,872	$ 200,475,117

2021 SUPPLEMENT	TAXABLE VALUE
SUPPLEMENT NO. 1	187,588,065
SUPPLEMENT NO. 2	338,477,475
SUPPLEMENT NO. 3	69,878,757
SUPPLEMENT NO. 4	-19,818,397
SUPPLEMENT NO. 5	-1,019,588
SUPPLEMENT NO. 6	-25,232,162
SUPPLEMENT NO. 7	-5,375,060
SUPPLEMENT NO. 8	-20,866,519
SUPPLEMENT NO. 9	-9,933,965
SUPPLEMENT NO. 10	-17,212,668
SUPPLEMENT NO. 11	-13,951,049
SUPPLEMENT NO. 12	-17,375,836
SUPPLEMENT NO. 13	-9,031,030
SUPPLEMENT NO. 14	-8,608,430
SUPPLEMENT NO. 15	-911,100
SUPPLEMENT NO. 16	-12,483,463
SUPPLEMENT NO. 17	0
SUPPLEMENT NO. 18	0
SUPPLEMENT NO. 19	-59,970,336
SUPPLEMENT NO. 20	-32,432,699
SUPPLEMENT NO. 21	-9,780,996
SUPPLEMENT NO. 22	-15,630,198
SUPPLEMENT NO. 23	-10,786,642
SUPPLEMENT NO. 24	-2,853,957
SUPPLEMENT NO. 25	-742,407
SUPPLEMENT NO. 26	-1,541,818
SUPPLEMENT NO. 27	-5,931,006
SUPPLEMENT NO. 28	-1,105,448
SUPPLEMENT NO. 29	-1,669,520
SUPPLEMENT NO. 30	-426,968
SUPPLEMENT NO. 31	-3,442,819
SUPPLEMENT NO. 32	-3,414,670
SUPPLEMENT NO. 33	-320,151
SUPPLEMENT NO. 34	-7,513,843
SUPPLEMENT NO. 35	-73,798

SUPPLEMENT NO. 36	**-47,500**
SUPPLEMENT NO. 37	**0**
SUPPLEMENT NO. 38	**-10,000**
SUPPLEMENT NO. 39	**-17,000**
SUPPLEMENT NO. 40	**80,930**
SUPPLEMENT NO. 41	**-743,517**
SUPPLEMENT NO. 42	**46,900**
SUPPLEMENT NO. 43	**-42,230**
SUPPLEMENT NO. 44	**-95,221**
SUPPLEMENT NO. 45	**-131,720**
SUPPLEMENT NO. 46	**-86,416**
SUPPLEMENT NO. 47	**35,000**
SUPPLEMENT NO. 48	**79,540**
SUPPLEMENT NO. 49	**-38,500**
SUPPLEMENT NO. 50	**-51,859**
SUPPLEMENT NO. 51	**28,000**
SUPPLEMENT NO. 52	**-93,500**
SUPPLEMENT NO. 53	**0**
SUPPLEMENT NO. 54	**-26,620**
SUPPLEMENT NO. 55	**-14,000**
SUPPLEMENT NO. 56	**-184,390**
SUPPLEMENT NO. 57	**-12,000**
SUPPLEMENT NO. 58	**-461,890**
SUPPLEMENT NO. 59	**0**
SUPPLEMENT NO. 60	**65,844**
SUPPLEMENT NO. 61	**0**
SUPPLEMENT NO. 62	**-1,862,723**
TOTAL	**272,904,882**

* LEVY REFLECTS FROZEN LOSS FROM OVER 65 & DISABILITY ACCOUNTS

2021 SUPPLEMENTAL BUDGET	-200,000,000
NET GAIN (LOSS) TO TAX	472,904,882
LEVY GAIN (LOSS) M & O	4,440,577
LEVY GAIN (LOSS) I & S	1,270,695
TOTAL LEVY GAIN (LOSS) DUE TO SUPPLEMENTS	5,711,272

2026 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
1000 EAST AIRPORT FREEWAY LLC	$	14,500,000	REAL
1000 EAST AIRPORT FREEWAY LLC	$	504,590	REAL
1000 EAST AIRPORT FREEWAY LLC	$	4,500,000	REAL
10835 SHADY TRL PTNR LLP	$	16,767,300	REAL
109 DOORS NURSERY SPE LLC	$	9,810,000	REAL
161 AIRPORT CORPORATE LLC	$	10,000,000	REAL
168 REALTY GROUP III LLC	$	7,523,980	REAL
168 REALTY GROUP III LLC	$	9,376,020	REAL
1915 OFFICE PARK LLC	$	4,500,000	REAL
1915 OFFICE PARK LLC	$	2,112,000	REAL
1915 OFFICE PARK LLC	$	321,750	REAL
1915 OFFICE PARK LLC	$	1,680,000	REAL
2200 WEST ROCHELLE LLC	$	8,700,000	REAL
2200 WEST ROCHELLE LLC	$	9,300,000	REAL
222 WLC OWNER LP	$	94,247,670	REAL
2700 TRINITY SPE LLC	$	13,500,000	REAL
2800 W PIONEER PARTNERS LLC	$	7,900,000	REAL
3429 WEST ROCHELLE LLC	$	23,250,000	REAL
3515 NORTH STORY IBAN LLC &	$	24,620,000	REAL
3601 N BELTLINE SUNNYVALE LLC	$	2,076,180	REAL
3800 PORTLAND LLC &	$	31,171,980	REAL
4600 W AIRPORT FREEWAY LLC	$	25,800,000	REAL
600 LAS COLINAS OWNER LLC	$	58,500,000	REAL
692 LAKE CAROLYN PARKWAY	$	72,000,000	REAL
850 LAKE CAROLYN PARKWAY	$	65,500,000	REAL
ABRAHAM ALVIN V	$	2,800,000	REAL
ALBERTSONS LLC	$	3,146,000	REAL
ALC APARTMENTS LLC	$	58,619,370	REAL
ALESIO GARDEN &	$	148,000,000	REAL
ALIBHAI FATIMA	$	207,390	REAL
ALIBHAI FATIMA	$	207,600	REAL
ALIBHAI FATIMA	$	865,460	REAL
ALIBHAI FATIMA	$	208,450	REAL
ALIBHAI FATIMA	$	170,900	REAL
ALIBHAI FATIMA	$	208,450	REAL
ALIBHAI FATIMA	$	207,390	REAL
ALIBHAI FATIMA	$	421,460	REAL

ALIBHAI FATIMA	$	398,760	REAL
ALIBHAI FATIMA	$	381,570	REAL
ALIBHAI FATIMA	$	414,180	REAL
ALIBHAI FATIMA	$	378,520	REAL
ALIBHAI FATIMA	$	413,660	REAL
ALIBHAI FATIMA	$	380,870	REAL
APO IRVING LLC	$	9,400,630	REAL
AREIT BLVD DALLAS LLC	$	1,863,280	REAL
AUTOZONE TEXAS LP	$	595,230	REAL
AUTOZONE TEXAS LP	$	883,000	REAL
AVALON VILLAS DE LLC	$	32,000,000	REAL
BAKER EQUIPMENT AND MATERIALS LTD	$	1,506,060	PERSONAL
BCM ATLANTIC LAKESHORE LOFTS	$	72,500,000	REAL
BP HOTEL GROUP LLC	$	11,900,000	REAL
BROWN COLINAS POINTE LLC	$	24,000,000	REAL
CADOLI MULTISERVICES LLC	$	179,490	REAL
CADOLI MULTISERVICES LLC	$	125,910	REAL
CADOLI MULTISERVICES LLC	$	575,000	REAL
CADOLI MULTISERVICES LLC	$	850,000	REAL
CALVARY TEMPLE OF IRVING	$	26,000,000	REAL
CAMERON COUNTY HOUSING	$	74,420,000	REAL
CAMERON COUNTY HOUSING	$	80,000	REAL
CAMERON COUNTY HOUSING	$	39,000,000	REAL
CANAL CENTRE INVESTORS LLC	$	30,000,000	REAL
CANTEX CARL ROAD LLC &	$	10,481,560	REAL
CANTEX WILDWOOD LLC	$	7,326,280	REAL
CARMAX AUTO SUPERSTORES	$	1,666,220	REAL
CARMAX AUTO SUPERSTORES	$	13,127,880	REAL
CASH HOUSE BUYERS USA LLC	$	241,000	REAL
CAVADIAN PROPERTIES LLC	$	183,620	REAL
CAVADIAN PROPERTIES LLC	$	386,100	REAL
CAVADIAN PROPERTIES LLC	$	242,520	REAL
CENTRAL MARKET GROCERY CO LP	$	3,728,490	PERSONAL
CHA & CHA III LLC	$	7,554,180	REAL
CHALET APARTMENTS LLC	$	33,000,000	REAL
CHATHEAU AT WILDBRIAR LP	$	15,000,000	REAL
CHICK FIL A INC	$	3,369,780	REAL
CLAY COOLEY REAL ESTATE	$	9,250,000	REAL
CLAY COOLEY REAL ESTATE	$	14,900,000	REAL
CLAY COOLEY REAL ESTATE	$	9,500,000	REAL
CNC SPC LP	$	19,316,450	REAL
CNC SPC LP	$	9,783,550	REAL
COLONY MULTIFAMILY 3321 LLC THE	$	1,930,730	REAL
COLONY MULTIFAMILY 3321 LLC THE	$	5,671,510	REAL

COLONY MULTIFAMILY 3321 LLC THE	$	5,792,170	REAL
COLONY MULTIFAMILY 3321 LLC THE	$	8,205,590	REAL
COLUMBIA PROPERTIES	$	63,071,410	REAL
CORSAIR IRVING OWNER LLC	$	30,000,000	REAL
CREEKWOOD APTS LLC	$	31,775,000	REAL
CRESTVIEW STONEHILL LLC	$	34,710,000	REAL
CROSSING ON WALNUT APTS LLC	$	21,830,000	REAL
CROSSINGSATIRVING RUBY	$	18,725,000	REAL
CROWN ENTERPRISES INC	$	6,584,390	REAL
CRP WOP TBLC OWNER LP	$	74,000,000	REAL
CT2 PIONEER LLC	$	16,962,880	REAL
CTC PARK LLC	$	9,950,360	REAL
CVS CORPORATION	$	3,504,180	REAL
DALLAS ATLANTA INFILL LL LLC	$	15,404,200	REAL
DALLAS METRO APARTMENTS LLC	$	6,500,000	REAL
DAUPINE DIANNE B	$	1,496,000	REAL
DILLARDS TEXAS CENTRAL LLC	$	1,675,470	PERSONAL
DLC HOTEL OWNER LLC	$	97,866,480	REAL
DLC HOTEL OWNER LLC	$	617,900	REAL
DLC HOTEL OWNER LLC	$	950,610	REAL
DREAMS PROPERTIES LLC	$	321,180	REAL
DREAMS PROPERTIES LLC	$	154,410	REAL
DREAMS PROPERTIES LLC	$	317,380	REAL
DRIVER RE IRVING LLC	$	6,300,000	REAL
EDCOUCH COMMUNITY HOUSING	$	38,883,930	REAL
EDCOUCH COMMUNITY HOUSING	$	28,116,070	REAL
EPAPT LLC	$	8,194,230	REAL
EPAPT LLC	$	5,770	REAL
EPC WESTGATE LLC	$	7,688,540	REAL
EPC WESTGATE LLC	$	7,058,330	REAL
EPC WESTGATE LLC	$	40,333,340	REAL
EPC WESTGATE LLC	$	17,519,790	REAL
ESTRADA REVO LLC &	$	28,793,400	REAL
EVERGREEN DALLAS HOSPITALITY LP	$	14,150,000	REAL
EVERGREEN DALLAS HOSPITALITY LP	$	13,300,420	REAL
FIVFIIIAPTX LLC	$	13,331,490	REAL
FRIES RESTAURANT MANAGEMENT LLC	$	159,830	PERSONAL
FRIES RESTAURANT MANAGEMENT LLC	$	157,930	PERSONAL
FRIES RESTAURANT MANAGEMENT LLC	$	175,430	PERSONAL
FRIES RESTAURANT MANAGEMENT LLC	$	162,840	PERSONAL
FRIES RESTAURANT MANAGEMENT LLC	$	305,740	PERSONAL
FROSSARD T E JR	$	1,066,100	REAL
FROSSARD T E JR	$	925,290	REAL
GATOR WG GRAND PRAIRIE TX LLC	$	2,523,500	REAL

GATOR WG GRAND PRAIRIE TX LLC	$	2,477,150	REAL
GATOR WG GRAND PRAIRIE TX LLC	$	1,484,230	REAL
GMONY INVESTMENTS LLC	$	3,570,990	REAL
GMONY INVESTMENTS LLC	$	3,094,850	REAL
GRANITE CIMARRON MEADOWS LLC	$	13,560,000	REAL
HARRISON MIKE	$	5,559,600	REAL
HCD DALLAS CORPORATION	$	69,050,000	REAL
HCD DALLAS CORPORATION	$	950,000	REAL
HILLTOPPER APARTMENTS IRVING LLC	$	9,900,000	REAL
HTJD LAS COLINAS PROPERTY	$	80,150,000	REAL
IMV GROUP LLC	$	1,737,810	REAL
IMV GROUP LLC	$	155,560	REAL
IMV GROUP LLC	$	901,740	REAL
IMV GROUP LLC	$	167,260	REAL
IMV GROUP LLC	$	505,000	REAL
IMV GROUP LLC	$	2,235,030	REAL
IMV GROUP LLC	$	296,440	REAL
IMV GROUP LLC	$	280,880	REAL
IMV GROUP LLC	$	274,620	REAL
IMV GROUP LLC	$	215,840	REAL
IMV GROUP LLC	$	204,020	REAL
IMV GROUP LLC	$	549,240	REAL
IMV GROUP LLC	$	503,990	REAL
IMV GROUP LLC	$	143,620	REAL
INDUSTRIAL INVESTMENTS II LLC	$	2,314,880	REAL
INDUSTRIAL INVESTMENTS II LLC	$	2,079,350	REAL
INN HOTEL & RESTAURANT LLC THE	$	4,200,000	REAL
IRVING 4600 WEST PIONEER	$	59,500,000	REAL
IRVING APARTMENTS 2017 LLC	$	4,743,000	REAL
IRVING BUS PROPERTIES LLC	$	2,453,380	REAL
IRVING PARK SPRINGS PTNRS LTD	$	6,120,000	REAL
IRVING PEBBLEBROOK LLC	$	5,000,000	REAL
J&J LOTT IRVING LLC	$	63,000,000	REAL
JAG LPAA LLC	$	18,750,000	REAL
JAHCO FAIR OAKS LP	$	9,750,000	REAL
JB DALLAS LLC	$	2,700,000	REAL
KAMY REAL ESTATE TRUST	$	105,740	REAL
KAMY REAL ESTATE TRUST	$	6,380	REAL
KAMY REAL ESTATE TRUST	$	6,380	REAL
KAMY REAL ESTATE TRUST	$	3,100	REAL
KAMY REAL ESTATE TRUST	$	145,820	REAL
KAMY REAL ESTATE TRUST	$	183,740	REAL
KAMY REAL ESTATE TRUST	$	1,370	REAL
KAMY REAL ESTATE TRUST	$	980	REAL

KAMY REAL ESTATE TRUST	$	2,270	REAL
KAMY REAL ESTATE TRUST	$	16,910	REAL
KRISHA INVESTMENTS INC	$	7,780,000	REAL
KROGER TEXAS LP	$	1,263,680	REAL
KROGER TEXAS LP	$	1,750,000	REAL
KROGER TEXAS LP	$	1,057,500	REAL
KROGER TEXAS LP	$	1,680,000	REAL
KROGER TEXAS LP	$	4,450,000	REAL
LACROIX SCOTT	$	269,690	REAL
LADERA RANCH LLC	$	36,250,000	REAL
LBH LAS COLINAS PLAZA LLC	$	35,900,000	REAL
LEGACY REI GROUP SA LLC	$	6,313,090	REAL
LEGACY REI GROUP SA LLC	$	17,521,910	REAL
LEGACY REI GROUP TF LLC	$	13,300,000	REAL
LEGACY REI GROUP TF LLC	$	5,586,000	REAL
LEO HOSPITALITY LLC	$	10,450,000	REAL
LOWES HOME CENTERS INC	$	7,434,540	REAL
LPD REALTY LLC	$	22,500,000	REAL
LSC GRAND RIVIERA OWNER LLC &	$	28,338,100	REAL
LSG1 TOWNE NORTH LLC	$	6,000,000	REAL
LSG1 TOWNE NORTH LLC	$	14,295,000	REAL
LUCKY PROPERTY ONE LLC	$	3,600,000	REAL
MAA ALLOY LLC	$	69,750,000	REAL
MAA TANC LLC	$	55,650,000	REAL
MACARTHUR PLACE	$	34,785,190	REAL
MACARTHUR PLACE	$	29,714,810	REAL
MACY RETAIL HOLDINGS LLC	$	3,048,450	PERSONAL
MAGEE DELTA REAL ESTATE LLC	$	10,728,690	REAL
MAKH HOLDINGS LLC	$	11,292,430	REAL
MALL GROUND PORTFOLIO LLC	$	297,600	REAL
MALL GROUND PORTFOLIO LLC	$	2,002,190	REAL
MALL GROUND PORTFOLIO LLC	$	2,425,000	REAL
MALL GROUND PORTFOLIO LLC	$	5,052,780	REAL
MALL GROUND PORTFOLIO LLC	$	26,000,000	REAL
MARABELLA APARTMENTS II	$	31,596,150	REAL
MARABELLA APARTMENTS II	$	35,303,860	REAL
MCDAVID IRVING HON LLC	$	3,600,000	REAL
MCDAVID IRVING HON LLC	$	51,860	REAL
MCDAVID IRVING HON LLC	$	3,799,600	REAL
MCDAVID IRVING HON LLC	$	4,949,570	REAL
MCKINNEY KNOX JOINT	$	17,500,000	REAL
MCKINNEY KNOX JOINT	$	4,300,000	REAL
MCKINNEY KNOX JOINT	$	3,275,000	REAL
MCKINNEY KNOX JOINT	$	1,160,000	REAL

MCKINNEY KNOX JOINT	$	1,100,000	REAL
MCKINNEY KNOX JOINT	$	10,900,000	REAL
MERRICK BUSINESS PARK LLC	$	6,000,000	REAL
METROPLEX PLAZA LP	$	4,950,000	REAL
METROPLEX PLAZA LP	$	4,450,000	REAL
METROPLEX PLAZA LP	$	2,400,000	REAL
MHP REGION 3 II LLC	$	7,600,000	REAL
MONTERRA APARTMENTS LP	$	48,675,000	REAL
MPG TEXAS 1 LLC	$	17,500,000	REAL
MPGP INDUSTRIAL LLC	$	28,300	REAL
MUSTANG LAS COLINAS LLC	$	85,000,000	REAL
NCH CORPORATION	$	16,424,240	REAL
NEWPORT APARTMENTS PROPERTY OWNER L	$	39,250,000	REAL
NH INVESTMENTS LAH LLC	$	18,200,000	REAL
NIKBEH HAMID	$	230,000	REAL
NIKBEH HAMID	$	120,000	REAL
NLP TEXAS ONE LLC	$	63,000,000	REAL
NORTH TEXAS FAMILY	$	14,410,000	REAL
NORTHPARK LAND PARTNERS	$	4,575,000	REAL
NTS REALTY HOLDINGS LIMITED	$	63,750,000	REAL
OAKWAY MANOR LLC	$	8,973,030	REAL
OBSIDIAN SUMMER GATE OWNER	$	21,800,000	REAL
ONE HOLDINGS INC	$	26,000,000	REAL
OSI 1023 WALTON WALKER BLVD LLC	$	1,404,620	REAL
PAR CAPITAL 122 WEST LLC	$	28,900,000	REAL
PARMA LAS COLINAS TOWERS LLC	$	41,499,200	REAL
PARMA LAS COLINAS TOWERS LLC	$	4,752,000	REAL
PARMA LAS COLINAS TOWERS LLC	$	62,248,800	REAL
PARRISH HARE SUPPLY LLC	$	51,186,960	PERSONAL
PARRISH MICHAEL R & ANGELA R	$	1,939,000	REAL
PATEL MUKESH K & ARCHANA M	$	1,524,540	REAL
PECOS HOUSING FINANCE CO	$	29,850,000	REAL
PECOS HOUSING FINANCE CORP	$	92,000,000	REAL
PEGCFIC DFW JOHN CARPENTER LLC	$	24,725,000	REAL
PERFECT & COMFORT LIVING LLC	$	4,650,000	REAL
PERFECT AND MODERN TEAM LLC	$	4,050,000	REAL
PETCO ANIMAL SUPPLIESINC	$	668,510	PERSONAL
PLASCENCIA JOSE L	$	6,200,000	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$	102,950,000	REAL
PRIME US TOWER AT LAKE CAROLYN LLC	$	68,250,000	REAL
PROPERTY RESERVE INC	$	79,500,000	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$	55,000,000	REAL
PS TEXAS HOLDINGS II LTD	$	6,592,930	REAL
QSR 50 LLC	$	1,185,000	REAL

QSR 50 LLC	$	1,141,400	REAL
QSR 50 LLC	$	774,350	REAL
QSR 50 LLC	$	999,960	REAL
QSR 50 LLC	$	973,000	REAL
RANDALLS FOOD AND DRUG LP	$	4,470,520	PERSONAL
RANDALLS FOOD AND DRUG LP	$	166,180	PERSONAL
RANDALLS FOOD AND DRUG LP	$	5,001,070	PERSONAL
RANDALLS FOOD AND DRUG LP	$	319,850	PERSONAL
RANGER DTX LP	$	13,774,010	REAL
RCP CRESTVIEW SPE LLC &	$	26,775,000	REAL
RESIDENCES NORTHGATE LLC	$	52,750,000	REAL
RICKY HOSPITALITY LLC	$	1,780,000	REAL
RIVERSIDE PROPERTY OWNERS LP	$	10,634,300	REAL
RIVERSIDE PROPERTY OWNERS LP	$	39,665,700	REAL
RIVERSIDE PROPERTY OWNERS LP	$	4,044,550	REAL
ROCHELLE PLACE L P	$	12,700,000	REAL
RODRIGUEZ JOSE	$	237,750	REAL
ROSEMONT SUMMIT OPERATING LLC	$	56,500,000	REAL
RSP RIDGEVIEW PLACE	$	34,333,330	REAL
RSP RIDGEVIEW PLACE	$	17,166,670	REAL
SAJI ABRAHAM PROPERTIES LLC	$	217,050	REAL
SAJI ABRAHAM PROPERTIES LLC	$	236,660	REAL
SAJI ABRAHAM PROPERTIES LLC	$	232,800	REAL
SAJI ABRAHAM PROPERTIES LLC	$	231,450	REAL
SAJI ABRAHAM PROPERTIES LLC	$	225,510	REAL
SAJI ABRAHAM PROPERTIES LLC	$	226,720	REAL
SAJI ABRAHAM PROPERTIES LLC	$	226,720	REAL
SAJI ABRAHAM PROPERTIES LLC	$	301,680	REAL
SAJI ABRAHAM PROPERTIES LLC	$	339,230	REAL
SAJI ABRAHAM PROPERTIES LLC	$	241,780	REAL
SAJI ABRAHAM PROPERTIES LLC	$	247,490	REAL
SAJI ABRAHAM PROPERTIES LLC	$	450,940	REAL
SAJI ABRAHAM PROPERTIES LLC	$	303,510	REAL
SAJI ABRAHAM PROPERTIES LLC	$	518,760	REAL
SAJI ABRAHAM PROPERTIES LLC	$	474,330	REAL
SAJI ABRAHAM PROPERTIES LLC	$	260,410	REAL
SAJI ABRAHAM PROPERTIES LLC	$	264,130	REAL
SAJI ABRAHAM PROPERTIES LLC	$	235,990	REAL
SAJI ABRAHAM PROPERTIES LLC	$	282,250	REAL
SAJI ABRAHAM PROPERTIES LLC	$	276,730	REAL
SAJI ABRAHAM PROPERTIES LLC	$	277,520	REAL
SAJI ABRAHAM PROPERTIES LLC	$	244,130	REAL
SAJI ABRAHAM PROPERTIES LLC	$	372,750	REAL
SAJI ABRAHAM PROPERTIES LLC	$	441,940	REAL

SAJI ABRAHAM PROPERTIES LLC	$	153,340	REAL
SAJI ABRAHAM PROPERTIES LLC	$	244,160	REAL
SAJI ABRAHAM PROPERTIES LLC	$	249,250	REAL
SAJI ABRAHAM PROPERTIES LLC	$	244,160	REAL
SAJI ABRAHAM PROPERTIES LLC	$	238,200	REAL
SAJI ABRAHAM PROPERTIES LLC	$	251,640	REAL
SAJI ABRAHAM PROPERTIES LLC	$	224,450	REAL
SAJI ABRAHAM PROPERTIES LLC	$	240,860	REAL
SAJI ABRAHAM PROPERTIES LLC	$	259,280	REAL
SAJI ABRAHAM PROPERTIES LLC	$	500,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$	240,480	REAL
SEALY LCF WILLOWBROOK ROAD LLC	$	7,344,000	REAL
SEDONA PARK APARTMENTS LLC	$	34,000,000	REAL
SERVICES DEVELOPMENT CORP	$	17,890,800	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,020,280	REAL
SG MEDICAL 7 HOLDINGS LLC	$	569,770	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,411,820	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,037,160	REAL
SG MEDICAL 7 HOLDINGS LLC	$	859,480	REAL
SG MEDICAL 7 HOLDINGS LLC	$	615,860	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,453,630	REAL
SG MEDICAL 7 HOLDINGS LLC	$	173,400	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,809,000	REAL
SG MEDICAL 7 HOLDINGS LLC	$	1,513,130	REAL
SG MEDICAL 7 HOLDINGS LLC	$	845,000	REAL
SIERRA HEIGHTS 136 LLC &	$	15,000,000	REAL
SIMON & SONS HOLDINGS LLC	$	7,500,000	REAL
SIRMAUR DFW HOTELS LP	$	21,600,000	REAL
SKYPASS DEVELOPMENT LLC	$	5,924,160	REAL
SKYPASS DEVELOPMENT LLC	$	1,676,540	REAL
SOUTHERN STAR LAS C0LINAS LP	$	19,000,000	REAL
SS RL THORNTON LLC	$	8,497,500	REAL
SS RL THORNTON LLC	$	8,646,980	REAL
STARCORE RH LLC	$	23,170,000	REAL
TARGET CORP	$	5,974,000	REAL
TARGET CORPORATION	$	4,435,530	PERSONAL
TCRG OPPORTUNITY XII LLC	$	7,700,000	REAL
TEXAS SFI PARTNERSHIP 37 LTD	$	41,768,750	REAL
TMIF II BRIDGEPORT LP	$	33,500,000	REAL
TP APARTMENTS LLC	$	8,834,480	REAL
TP APARTMENTS LLC	$	3,365,520	REAL
TR ATRIUM LP	$	11,800,000	REAL
TR ATRIUM LP	$	5,500,000	REAL
TRH HOSPITALITY LAS COLINAS	$	14,700,000	REAL

TUCASA ACQUITISITION LLC	$	19,840,000	REAL
UNITY HEALTHCARE PROPERTY	$	6,328,000	REAL
USAA REAL ESTATE CO	$	309,990	REAL
USAA REAL ESTATE CO	$	3,120	REAL
USAA REAL ESTATE CO	$	502,500	REAL
USAA REAL ESTATE CO	$	5,819,170	REAL
USAA REAL ESTATE CO	$	200	REAL
USAA REAL ESTATE CO	$	142,400	REAL
USAA REAL ESTATE CO	$	1,770	REAL
USAA REAL ESTATE CO	$	17,680,500	REAL
USAA REAL ESTATE CO	$	950,610	REAL
USAA REAL ESTATE CO	$	1,917,930	REAL
VATC 200 DE LLC &	$	25,000,000	REAL
VERIZON CENTERS 1 LLC	$	29,256,000	REAL
VH MUSTANG PARTNERS LLC	$	56,625,000	REAL
VH MUSTANG PARTNERS LLC	$	101,925,000	REAL
VH MUSTANG PARTNERS LLC	$	58,890,000	REAL
VH MUSTANG PARTNERS LLC	$	9,060,000	REAL
VILLAGE ON WEST IRVING LLC	$	12,000,000	REAL
WALKER MHP INVESTMENTS LLC	$	1,207,400	REAL
WALMART REAL EST BUS TRST	$	11,983,940	REAL
WALNUT HILL TX PARTNERS LLC	$	77,000,000	REAL
WEISZ THOMAS J	$	402,300	REAL
WEST SHADY GROVE HOLDINGS LLC	$	5,500,250	REAL
WEST SHADY GROVE HOLDINGS LLC	$	6,799,750	REAL
WESTDALE BROOKSTONE/TERRACE LP	$	21,000,000	REAL
WESTDALE LAKERIDGE LTD	$	23,950,000	REAL
WESTDALE POLARIS PARTNERS	$	21,500,000	REAL
WESTDALE POLARIS PARTNERS	$	6,850,000	REAL
WESTDALE WOODMEADE LTD	$	34,000,000	REAL
WILLIAMS DAVID T	$	668,180	REAL
WINGREN VILLAGE L P	$	24,000,000	REAL
WOODSHIRE MHC LLC	$	101,280	REAL
WOODSHIRE MHC LLC	$	96,050	REAL
WOODSHIRE MHC LLC	$	2,917,670	REAL
WOODSHIRE MHC LLC	$	7,200,000	REAL
WOODSHIRE MHC LLC	$	7,000,000	REAL
WW MHP INVESTMENTS LLC	$	2,400,000	REAL
WWC XLII LP	$	36,350,000	REAL
WWC XLII LP	$	36,350,000	REAL
ZANDER PARK BORROWER DE LLC	$	23,500,000	REAL
TOTAL	$	5,313,532,280	

2025 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
1000 EAST AIRPORT FREEWAY LLC	$	4,500,000	REAL
1000 EAST AIRPORT FREEWAY LLC	$	504,590	REAL
1000 EAST AIRPORT FREEWAY LLC	$	14,500,000	REAL
1111 TDS APARTMENTS LLC	$	33,000,000	REAL
161 AIRPORT CORPORATE LLC	$	10,006,000	REAL
168 REALTY GROUP III LLC	$	7,523,950	REAL
168 REALTY GROUP III LLC	$	9,375,990	REAL
2200 WEST ROCHELL LLC	$	8,700,000	REAL
2200 WEST ROCHELL LLC	$	9,300,000	REAL
2700 TRINITY SPE LLC	$	12,750,000	REAL
2820 2830 MERRELL RD OWNER LP	$	13,000,000	REAL
2929 PARK GROVE VNTRE LTD	$	8,750,000	REAL
2929 PARK GROVE VNTRE LTD	$	24,766,400	REAL
2929 PARK GROVE VNTRE LTD	$	1,733,600	REAL
3429 WEST ROCHELLE LLC	$	23,793,950	REAL
3515 NORTH STORY IBAN LLC &	$	26,300,000	REAL
4905 COURTSIDE LLC	$	6,681,420	REAL
500 EJC OFFICE OWNER LLC	$	26,500,000	REAL
600 LAS COLINAS OWNER LLC	$	62,000,000	REAL
7929 BROOKRIVER SUB LLC	$	10,150,890	REAL
850 LAKE CAROLYN PARKWAY	$	65,500,000	REAL
89 H A S HOTEL CORP	$	1,585,000	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$	56,204,700	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$	57,569,970	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$	8,339,530	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$	99,885,800	REAL
ALDEN SHORT INC	$	280,000	REAL
ALDEN SHORT INC	$	182,290	REAL
APO IRVING LLC	$	9,000,000	REAL
AVALON VILLAS DE LLC	$	34,250,000	REAL
BMGREI ESTERS LLC	$	14,625,000	REAL
BMGREI ESTERS LLC	$	37,375,000	REAL
BMGREI METKER LLC	$	10,750,000	REAL
BOXER F2 LP	$	5,325,080	REAL
BROWN COLINAS POINTE LLC	$	22,272,000	REAL
CAGNEY BRENDA KAY & THOMAS	$	1,918,660	REAL
CAMERON COUNTY HOUSING FINANCE CORP	$	38,881,030	REAL
CAMERON COUNTY HOUSING FINANCE CORP	$	28,113,970	REAL
CAMERON COUNTY HOUSING FINANCE CORP	$	29,850,000	REAL

CAMERON COUNTY HOUSING FINANCE CORP	$	33,750,000	REAL
CAROLYN PROPERTY OWNER LP	$	67,850,000	REAL
CAVADIAN PROPERTIES LLC	$	250,020	REAL
CAVADIAN PROPERTIES LLC	$	390,000	REAL
CAVADIAN PROPERTIES LLC	$	175,000	REAL
CHALET APARTMENTS LLC	$	32,350,000	REAL
CLAY COOLEY REAL ESTATE	$	9,250,000	REAL
CLAY COOLEY REAL ESTATE	$	14,900,000	REAL
CP 511 BUILDING LLC	$	23,303,770	REAL
CRESTVIEW STONEHILL LLC	$	34,000,000	REAL
DALLAS METRO APARTMENTS LLC	$	6,151,650	REAL
DELUJO EL MOROCCO LLC	$	15,769,040	REAL
DLC HOTEL OWNER LLC	$	950,610	REAL
DLC HOTEL OWNER LLC	$	79,657,460	REAL
EDCOUCH COMMUNITY HOUSING	$	38,881,030	REAL
EDCOUCH COMMUNITY HOUSING	$	28,113,970	REAL
EL PRIMERO EXPRESS LP	$	4,900,000	REAL
EPAPT LLC	$	8,229,230	REAL
EPAPT LLC	$	5,770	REAL
ESTRADA REVO LLC &	$	36,800,000	REAL
GEP SILVERTON LLC	$	36,317,570	REAL
GL MARBLETREE LLC	$	13,711,550	REAL
GL MARBLETREE LLC	$	40,208,450	REAL
HILLTOPPER APARTMENTS IRVING LLC	$	9,350,000	REAL
HOME DEPOT INC	$	8,037,000	PERSONAL
HTJD LAS COLINAS PROPERTY	$	80,150,000	REAL
INTEGRITY CAPITAL REI VLP LLC	$	9,100,000	REAL
IRBY LANE ASSOCIATES LTD	$	24,700,000	REAL
IRVING LODGING LLC	$	9,250,000	REAL
JAG LPAA LLC	$	19,100,000	REAL
LAS COLINAS I HOLDCO LP	$	108,012,710	REAL
LEGACY REI GROUP SA LLC	$	6,012,400	REAL
LEGACY REI GROUP SA LLC	$	16,687,600	REAL
LEGACY REI GROUP TF LLC	$	12,640,800	REAL
LEGACY REI GROUP TF LLC	$	5,309,200	REAL
LPD REALTY LLC	$	20,750,000	REAL
MAA ALLOY LLC	$	69,650,000	REAL
MARS ROCHELLE LLC &	$	6,475,000	REAL
MUSTANG LAS COLINAS LLC	$	77,917,320	REAL
NH INVESTMENTS LAH LLC	$	17,650,000	REAL
NORTH TEXAS FAMILY	$	14,000,000	REAL
OAKWAY MANOR LLC	$	7,650,000	REAL
OMNINET FOXBOROUGH LP	$	34,667,000	REAL
OMNINET FOXBOROUGH LP	$	14,083,000	REAL
PACIFIC PLATINUM TRUST	$	830,910	REAL
PAR CAPITAL 122 WEST LLC	$	28,900,000	REAL

PBH VALLEY CREEK LLC	$	55,750,000	REAL
PBH VALLEY RIDGE LLC	$	58,500,000	REAL
PECOS HOUSING FINANCE CO	$	29,850,000	REAL
PECOS HOUSING FINANCE CORP	$	33,750,000	REAL
PERFECT & COMFORT LIVING LLC	$	4,200,000	REAL
PERFECT AND MODERN TEAM LLC	$	3,600,000	REAL
PETCO ANIMAL SUPPLIES INC	$	379,060	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$	100,781,220	REAL
PRIME US TOWER AT LAKE CAROLYN LLC	$	67,750,000	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$	53,000,000	REAL
RAIBLE PLACE APARTMENTS LLC	$	19,725,000	REAL
RIVERSIDE PROPERTY OWNERS LP	$	39,665,700	REAL
RIVERSIDE PROPERTY OWNERS LP	$	4,044,550	REAL
RIVERSIDE PROPERTY OWNERS LP	$	10,634,300	REAL
ROCHELLE PLAZA RES LLC	$	18,000,000	REAL
ROSEMONT SUMMIT OPERATING LLC	$	56,500,000	REAL
RSP RIDGEVIEW PLACE	$	16,833,330	REAL
RSP RIDGEVIEW PLACE	$	33,666,670	REAL
SAM 801 LASCO OWNER LLC	$	96,224,440	REAL
SANDLIAN COLBY B & G B REV TR &	$	4,220,250	REAL
SERVICES DEVELOPMENT CORP	$	11,325,940	REAL
SHREEM LAS COLINAS LLC	$	21,673,600	REAL
SIERRA HEIGHTS 136 LLC &	$	14,863,350	REAL
SIKKA INVESTMENTS 2 LLC	$	2,188,540	REAL
SIRMAUR DFW HOTELS LP	$	21,600,000	REAL
SL1000 RRH SPE LLC &	$	21,877,830	REAL
SPANISH HAVEN REDEVELOPMT	$	15,500,000	REAL
STARCORE CR LLC	$	24,750,000	REAL
STATE BANK OF TEXAS	$	22,000,000	REAL
STONE NK FAM 1998 TRUST	$	320,930	REAL
STONE NK FAM 1998 TRUST	$	373,120	REAL
STONE NK FAM 1998 TRUST	$	860,010	REAL
STONE NK FAM 1998 TRUST	$	849,880	REAL
SUN LIFE INSURANCE CO OF CANADA	$	33,400,000	REAL
SURTI LUEVA PATIDAR SAMAJ OF DFW	$	19,259,740	REAL
SURTI LUEVA PATIDAR SAMAJ OF DFW	$	1,050,270	REAL
TOURO GROVE APARTMENTS LLC	$	22,800,000	REAL
TRASSATTS CORPORATION	$	8,500,000	REAL
TUCASA ACQUITISITION LLC	$	15,850,000	REAL
TX2800 VALLEY VIEW LN DE LLC	$	30,958,200	REAL
USAA REAL ESTATE CO	$	1,822,730	REAL
USAA REAL ESTATE CO	$	17,680,500	REAL
USAA REAL ESTATE CO	$	950,610	REAL
USAA REAL ESTATE CO	$	142,400	REAL
USAA REAL ESTATE CO	$	1,770	REAL
USAA REAL ESTATE CO	$	5,519,970	REAL

USAA REAL ESTATE CO	$	200	REAL
USAA REAL ESTATE CO	$	3,120	REAL
USAA REAL ESTATE CO	$	502,500	REAL
USAA REAL ESTATE CO	$	296,390	REAL
VERIZON CENTERS 1 LLC	$	24,075,250	REAL
WA64 LLC	$	8,336,250	REAL
WALNUT HILL TX PARTNERS LLC	$	70,000,000	REAL
WATER STREET OCONNOR LP	$	107,000,000	REAL
WEST SHADY GROVE HOLDINGS LLC	$	7,205,000	REAL
WEST SHADY GROVE HOLDINGS LLC	$	5,800,000	REAL
WESTDALE LAKERIDGE LTD	$	23,950,000	REAL
WESTDALE POLARIS PARTNERS	$	6,900,000	REAL
WESTDALE WOODMEADE LTD	$	35,650,000	REAL
WINGREN VILLAGE LP	$	23,650,000	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	193,230	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	193,230	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	110,770	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
WINKLE PIONEER COURT LTD	$	193,420	REAL
WINKLE PIONEER COURT LTD	$	193,230	REAL
WINKLE PIONEER COURT LTD	$	194,560	REAL
WINKLE PIONEER COURT LTD	$	191,710	REAL
ZANDER PARK BORROWER DE LLC	$	22,000,000	REAL

TOTAL	$ 3,326,443,080

2025 SETTLED LAWSUITS

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
1500 E AIRPORT FREEWAY LLC	$ 10,500,000	$ 8,500,000	REAL
2010 KINWEST LLC	$ 5,500,000	$ 5,400,000	REAL
2111 WEST WALNUT HILL LLC	$ 6,200,000	$ 5,350,000	REAL
250 290 B&C LLC	$ 20,300,000	$ 19,223,000	REAL
250 290 B&C LLC	$ 36,150,000	$ 34,191,000	REAL
250 290 B&C LLC	$ 18,050,000	$ 17,086,000	REAL
3800 PORTLAND LLC &	$ 28,764,000	$ 27,000,000	REAL
4310 LEMMON AVE LLC	$ 4,325,900	$ 4,250,000	REAL
4310 LEMMON AVE LLC	$ 990,000	$ 990,000	REAL
4310 LEMMON AVE LLC	$ 1,633,910	$ 1,600,000	REAL
4310 LEMMON AVE LLC	$ 1,263,680	$ 1,250,000	REAL
4310 LEMMON AVE LLC	$ 1,890,020	$ 1,250,000	REAL
4409 MONTROSE LTD	$ 34,129,450	$ 32,300,000	REAL
4600 W AIRPORT FREEWAY LLC	$ 26,500,000	$ 23,500,000	REAL
ACQUIITIONS TRS LLC	$ 423,070	$ 410,000	REAL
AGAS VENTURES LLC	$ 226,790	$ 206,130	REAL
AGAS VENTURES LLC	$ 247,000	$ 226,000	REAL
AGAS VENTURES LLC	$ 234,350	$ 215,000	REAL
AGAS VENTURES LLC	$ 233,000	$ 214,000	REAL
AGAS VENTURES LLC	$ 236,720	$ 236,720	REAL
AGAS VENTURES LLC	$ 304,950	$ 259,000	REAL
AGAS VENTURES LLC	$ 270,000	$ 246,000	REAL
AGAS VENTURES LLC	$ 287,680	$ 287,680	REAL
AGAS VENTURES LLC	$ 245,040	$ 225,000	REAL
AGAS VENTURES LLC	$ 214,330	$ 197,500	REAL
AGAS VENTURES LLC	$ 237,220	$ 218,000	REAL
AGAS VENTURES LLC	$ 218,640	$ 202,500	REAL
AGAS VENTURES LLC	$ 280,000	$ 257,500	REAL
AGAS VENTURES LLC	$ 218,750	$ 218,750	REAL
AGAS VENTURES LLC	$ 221,880	$ 205,000	REAL
AGAS VENTURES LLC	$ 267,870	$ 245,000	REAL
AHMAD SYED N &	$ 1,602,460	$ 1,525,000	REAL
ALBERTSONS LLC	$ 5,771,810	$ 5,600,000	REAL
ALBERTSONS LLC	$ 3,054,210	$ 1,894,000	REAL
ALC APARTMENTS LLC	$ 60,504,060	$ 57,900,000	REAL
ALESIO GARDEN &	$ 150,857,640	$ 135,000,000	REAL
ALIBHAI FATIMA	$ 213,800	$ 198,000	REAL
ALIBHAI FATIMA	$ 214,020	$ 198,000	REAL
ALIBHAI FATIMA	$ 214,900	$ 198,000	REAL

ALIBHAI FATIMA	$ 176,190	$ 170,000	REAL
ALIBHAI FATIMA	$ 214,900	$ 198,000	REAL
ALIBHAI FATIMA	$ 213,800	$ 198,000	REAL
ALIBHAI FATIMA	$ 360,000	$ 349,000	REAL
ALIBHAI FATIMA	$ 411,910	$ 410,000	REAL
ALIBHAI FATIMA	$ 376,000	$ 369,000	REAL
ALIBHAI FATIMA	$ 367,850	$ 359,000	REAL
ALIBHAI FATIMA	$ 398,550	$ 390,000	REAL
ALIBHAI FATIMA	$ 364,690	$ 359,000	REAL
ALIBHAI FATIMA	$ 398,080	$ 390,000	REAL
ALIBHAI FATIMA	$ 369,360	$ 365,000	REAL
ALPINE CENTURY CENTER LP	$ 9,215,000	$ 8,000,000	REAL
AMERICAN RESIDENTIAL LEASING CO LLC	$ 355,130	$ 355,130	REAL
AREIT BLVD DALLAS LLC	$ 1,863,280	$ 1,800,000	REAL
ARMM ASSET COMPANY 2 LLC	$ 310,020	$ 310,020	REAL
ARMM ASSET COMPANY 2 LLC	$ 299,110	$ 280,000	REAL
ARMM ASSET COMPANY 2 LLC	$ 335,390	$ 335,390	REAL
ARMM ASSET COMPANY 2 LLC	$ 426,170	$ 375,000	REAL
AUTOZONE TEXAS LP	$ 595,230	$ 590,000	REAL
AUTOZONE TEXAS LP	$ 849,040	$ 745,000	REAL
BAAZ RETAIL INVESTMENTS	$ 2,134,800	$ 2,040,000	REAL
BAF 3 LLC	$ 348,160	$ 345,000	REAL
BAF 3 LLC	$ 256,130	$ 250,000	REAL
BAF 3 LLC	$ 277,890	$ 275,000	REAL
BAF 3 LLC	$ 275,630	$ 270,000	REAL
BAF 3 LLC	$ 343,040	$ 340,000	REAL
BAF 3 LLC	$ 291,420	$ 285,000	REAL
BCM ATLANTIC LAKESHORE LOFTS	$ 76,000,000	$ 71,500,000	REAL
BELTLINE VILLAGE PARTNERS	$ 9,275,000	$ 8,500,000	REAL
BIO WORLD MERCHANDISING INC	$ 16,175,290	$ 15,800,000	PERSONAL
BISMUTH BRIDGE PROPCO LLC	$ 364,960	$ 364,960	REAL
BISMUTH BRIDGE PROPCO LLC	$ 293,190	$ 293,190	REAL
BISMUTH BRIDGE PROPCO LLC	$ 275,900	$ 275,900	REAL
BISMUTH BRIDGE PROPCO LLC	$ 363,360	$ 363,360	REAL
BISMUTH BRIDGE PROPCO LLC	$ 300,930	$ 300,930	REAL
BISMUTH BRIDGE PROPCO LLC	$ 352,850	$ 320,000	REAL
BISMUTH BRIDGE PROPCO LLC	$ 286,870	$ 286,870	REAL
BP HOTEL GROUP LLC	$ 11,900,000	$ 10,500,000	REAL
CANAL CENTRE INVESTORS LLC	$ 30,000,000	$ 27,500,000	REAL
CANTEX PIONEER LLC	$ 16,284,360	$ 15,500,000	REAL
CARMAX AUTO SUPERSTORES	$ 1,666,220	$ 1,666,220	REAL
CARMAX AUTO SUPERSTORES	$ 13,127,880	$ 11,333,780	REAL
CASH HOUSE BUYERS USA LLC	$ 241,560	$ 150,500	REAL
CASTLE CROWN PROPERTIES	$ 7,519,190	$ 7,000,000	REAL

CERBERUS SFR HOLDINGS LP	$ 338,690	$ 338,690	REAL
CERBERUS SFR HOLDINGS LP	$ 370,550	$ 370,550	REAL
CHATHEAU AT WILDBRIAR LP	$ 19,400,000	$ 14,500,000	REAL
CHICK FIL A INC	$ 1,333,640	$ 950,000	REAL
CHICK FIL A INC	$ 3,559,960	$ 3,350,000	REAL
CLAY COOLEY REAL ESTATE	$ 9,973,920	$ 8,980,000	REAL
CLIFFORD DRIVE TX LLC	$ 9,048,120	$ 7,900,000	REAL
CNC SPC LP	$ 18,918,170	$ 18,918,170	REAL
CNC SPC LP	$ 9,581,830	$ 9,581,830	REAL
COLONY MUTLIFAMILY 3321 LLC THE	$ 8,148,580	$ 7,217,860	REAL
COLONY MUTLIFAMILY 3321 LLC THE	$ 5,751,940	$ 5,095,000	REAL
COLONY MUTLIFAMILY 3321 LLC THE	$ 1,917,310	$ 1,698,320	REAL
COLONY MUTLIFAMILY 3321 LLC THE	$ 5,632,100	$ 4,988,820	REAL
COLUMBIA PROPERTIES	$ 60,406,560	$ 55,000,000	REAL
CORSAIR IRVING OWNER LLC	$ 30,000,000	$ 27,300,000	REAL
COTTONWOOD LAND PROPERTIES LLC	$ 10,100,000	$ 9,000,000	REAL
CPA 8 & CPA 9	$ 403,470	$ 275,000	REAL
CPA 8 & CPA 9	$ 3,203,080	$ 2,900,000	REAL
CPA 8 & CPA 9	$ 18,393,450	$ 15,325,000	REAL
CREEKWOOD APTS LLC	$ 31,000,000	$ 28,000,000	REAL
CROSSING ON WALNUT APTS LLC	$ 20,250,000	$ 19,000,000	REAL
CROSSINGSATIRVING RUBY	$ 18,850,000	$ 17,600,000	REAL
CROWN ENTERPRISES INC	$ 6,000,000	$ 4,600,000	REAL
CSMA FT LLC	$ 302,340	$ 290,000	REAL
DALLAS ATLANTA INFILL LL LLC	$ 14,827,140	$ 12,500,000	REAL
DEVA CORPORATION	$ 6,100,000	$ 5,700,000	REAL
DFW TOWER VILLAGE LP	$ 14,000,000	$ 13,135,000	REAL
DFW TOWER VILLAGE LP	$ 21,175,000	$ 19,865,000	REAL
DHILLON INVESTORS LLC	$ 2,650,000	$ 2,300,000	REAL
DILLARDS TEXAS CENTRAL LLC	$ 2,039,360	$ 1,753,849	PERSONAL
DK CREST OWNER LLC	$ 68,000,000	$ 67,320,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 119,000	$ 109,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 119,000	$ 109,000	REAL
DP OAKS LLC &	$ 119,000	$ 109,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 167,010	$ 153,000	REAL
DP OAKS LLC &	$ 104,650	$ 94,630	REAL
DP OAKS LLC &	$ 104,650	$ 94,500	REAL

DP OAKS LLC &	$	167,010	$	153,130	REAL
DP OAKS LLC &	$	167,010	$	153,130	REAL
DP OAKS LLC &	$	167,010	$	153,130	REAL
DP OAKS LLC &	$	167,010	$	153,130	REAL
DP OAKS LLC &	$	167,010	$	153,130	REAL
DP OAKS LLC &	$	119,000	$	109,110	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	104,700	$	94,770	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	163,610	$	150,010	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	187,680	$	172,090	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL
DP OAKS LLC &	$	126,340	$	115,850	REAL
DP OAKS LLC &	$	148,510	$	136,170	REAL

DP OAKS LLC &	$ 148,510	$ 136,170	REAL
DP OAKS LLC &	$ 187,680	$ 172,090	REAL
DP OAKS LLC &	$ 148,510	$ 136,170	REAL
DP OAKS LLC &	$ 126,340	$ 115,850	REAL
DP OAKS LLC &	$ 163,610	$ 150,010	REAL
DP OAKS LLC &	$ 163,610	$ 150,010	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 119,000	$ 109,110	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 187,680	$ 172,090	REAL
DP OAKS LLC &	$ 119,000	$ 109,110	REAL
DP OAKS LLC &	$ 167,010	$ 153,130	REAL
DP OAKS LLC &	$ 148,510	$ 136,170	REAL
DP OAKS LLC &	$ 153,680	$ 140,910	REAL
DP OAKS LLC &	$ 153,680	$ 140,910	REAL
DP OAKS LLC &	$ 187,680	$ 172,090	REAL
DP OAKS LLC &	$ 30,000	$ 30,000	REAL
DRIVER RE IRVING LLC	$ 5,837,030	$ 5,837,030	REAL
EPC WESTGATE LLC	$ 7,624,470	$ 6,434,000	REAL
EPC WESTGATE LLC	$ 39,997,220	$ 33,750,000	REAL
EPC WESTGATE LLC	$ 17,373,790	$ 14,660,000	REAL
EPC WESTGATE LLC	$ 6,999,510	$ 5,906,000	REAL
EVERGREEN613 LLC	$ 3,402,120	$ 2,600,000	REAL
FIREBRAND PROPERTIES LP	$ 986,340	$ 986,300	REAL
FIREBRAND PROPERTIES LP	$ 910,000	$ 889,900	REAL
FIREBRAND PROPERTIES LP	$ 1,060,000	$ 1,052,000	REAL
FIREBRAND PROPERTIES LP	$ 1,091,920	$ 1,091,920	REAL
FIVFIIIAPTX LLC	$ 13,331,500	$ 12,000,000	REAL
FKH SFR PROPCO I LP	$ 246,750	$ 246,750	REAL
FKH SFR PROPCO I LP	$ 342,510	$ 342,510	REAL
FKH SFR PROPCO I LP	$ 297,280	$ 297,280	REAL
FKH SFR PROPCO I LP	$ 291,250	$ 291,250	REAL
FROSSARD T E JR	$ 650,000	$ 360,000	REAL
FROSSARD T E JR	$ 625,000	$ 310,000	REAL
G&I IX 8065 TRISTAR LLC	$ 4,616,300	$ 4,200,000	REAL
GENERATION TRADE	$ 7,272,240	$ 5,900,000	REAL
GREENWAY LOVERS WEST LP	$ 1,556,930	$ 1,441,000	REAL
GREENWAY LOVERS WEST LP	$ 4,237,590	$ 2,450,000	REAL
GREENWAY LOVERS WEST LP	$ 2,594,430	$ 2,405,000	REAL

H&B DEVELOPMENT AND	$ 1,185,000	$ 1,075,000	REAL
HARRISON MIKE	$ 5,147,780	$ 4,750,000	REAL
HCD DALLAS CORPORATION	$ 58,480,000	$ 54,090,000	REAL
HCD DALLAS CORPORATION	$ 1,020,000	$ 910,000	REAL
HIGHLAND CREST LTD	$ 27,500,000	$ 26,500,000	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,600	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,600	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,620	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,600	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 117,520	$ 85,650	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL

IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 91,780	$ 66,890	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
IFCAP EVERGREEN LP	$ 74,490	$ 54,290	REAL
IFCAP EVERGREEN LP	$ 80,860	$ 58,930	REAL
INN HOTEL & RESTAURANT LLC THE	$ 4,500,000	$ 4,000,000	REAL
IRVING 125 DE LLC	$ 11,800,000	$ 9,000,000	REAL
IRVING 4600 WEST PIONEER	$ 54,950,000	$ 47,250,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 558,880	$ 455,300	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 159,260	$ 129,740	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 226,240	$ 184,310	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 1,927,070	$ 1,569,930	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 609,060	$ 496,180	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 304,530	$ 248,100	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 239,340	$ 194,980	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 2,478,450	$ 2,019,130	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 328,720	$ 267,800	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 311,470	$ 253,750	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 560,000	$ 456,220	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 901,740	$ 901,740	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 167,260	$ 167,260	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 155,560	$ 155,560	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 4,583,360	$ 3,517,000	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 9,166,640	$ 7,033,000	REAL
IRVING BUS PROPERTIES LLC	$ 2,453,380	$ 2,056,800	REAL
J&J LOTT IRVING LLC	$ 59,500,000	$ 53,500,000	REAL
JAHCO FAIR OAKS LP	$ 8,840,000	$ 8,150,000	REAL
JARS BRITTANY 169 LLC	$ 14,750,000	$ 12,800,000	REAL
JARS HEIGHTS 79 LLC	$ 2,760,720	$ 2,430,400	REAL
JARS HEIGHTS 79 LLC	$ 1,725,450	$ 1,519,000	REAL
JARS HEIGHTS 79 LLC	$ 4,601,200	$ 4,050,600	REAL
JDFW II LLC	$ 90,000,000	$ 84,000,000	REAL
JDFW LLC	$ 65,000,000	$ 60,000,000	PERSONAL
JOURNEY KIDS	$ 150,100	$ 135,090	PERSONAL

KORE 125 JOHN CARPENTER LLC	$ 74,000,000	$ 71,900,000	REAL
KROGER LIMITED PARTNERSHIP II	$ 48,080,380	$ 42,751,460	REAL
LACROIX SCOTT	$ 272,410	$ 272,410	REAL
LADERA RANCH LLC	$ 34,203,680	$ 31,000,000	REAL
LAS COLINAS II HOLDCO LP	$ 59,000,000	$ 58,500,000	REAL
LBH LAS COLINAS PLAZA LLC	$ 31,950,000	$ 29,000,000	REAL
LEO HOSPITALITY LLC	$ 10,250,000	$ 9,000,000	REAL
LION NORTHGATE LLC &	$ 28,150,000	$ 26,000,000	REAL
LION SURROUND LLC	$ 41,425,000	$ 38,000,000	REAL
LION TRINITY LLC	$ 65,550,000	$ 62,600,000	REAL
LION WOODCHASE CLARENDON LLC	$ 10,154,140	$ 9,514,000	REAL
LION WOODCHASE CLARENDON LLC	$ 26,345,870	$ 24,686,000	REAL
LONE STAR CONTAINER	$ 13,090,000	$ 11,500,000	REAL
LOWEN TRINITY MILLS	$ 14,800,000	$ 12,000,000	REAL
LOWES HOME CENTERS INC	$ 7,313,000	$ 7,218,000	REAL
LSC GRAND RIVIERA OWNER LLC &	$ 28,823,000	$ 26,200,000	REAL
LSG1 TOWNE NORTH LLC	$ 12,950,000	$ 11,543,000	REAL
LSG1 TOWNE NORTH LLC	$ 5,550,000	$ 4,957,000	REAL
M INDUSTRIAL PROPERTY	$ 27,253,280	$ 25,176,830	REAL
MAA TANC LLC	$ 53,000,000	$ 49,500,000	REAL
MACARTHUR CENTER IRVING LLC	$ 12,663,180	$ 10,868,000	REAL
MACARTHUR CENTER IRVING LLC	$ 4,282,700	$ 3,623,000	REAL
MACARTHUR CENTER IRVING LLC	$ 5,266,930	$ 4,509,000	REAL
MACARTHUR PLACE	$ 30,060,330	$ 27,872,000	REAL
MACARTHUR PLACE	$ 35,189,670	$ 32,628,000	REAL
MACY RETAIL HOLDINGS LLC	$ 2,594,280	$ 2,334,850	PERSONAL
MAKH HOLDINGS LLC	$ 10,476,200	$ 9,400,000	REAL
MALL GROUND PORTFOLIO LLC	$ 297,600	$ 297,600	REAL
MALL GROUND PORTFOLIO LLC	$ 2,440,000	$ 2,425,000	REAL
MALL GROUND PORTFOLIO LLC	$ 4,400,000	$ 3,925,000	REAL
MALL GROUND PORTFOLIO LLC	$ 27,660,210	$ 17,350,210	REAL
MALL GROUND PORTFOLIO LLC	$ 2,002,190	$ 2,002,190	REAL
MARABELL APARTMENTS II	$ 34,828,880	$ 34,037,320	REAL
MARABELL APARTMENTS II	$ 31,171,120	$ 30,462,680	REAL
MCDAVID IRVING HON LLC	$ 4,010,640	$ 3,200,000	REAL
MCDAVID IRVING HON LLC	$ 51,860	$ 51,860	REAL
MCDAVID IRVING HON LLC	$ 3,150,000	$ 2,600,000	REAL
MCDAVID IRVING HON LLC	$ 5,500,000	$ 4,300,000	REAL
MCDAVID IRVING HON LLC	$ 7,550,000	$ 5,500,000	REAL
MCKINNEY KNOX JOINT	$ 15,400,000	$ 13,000,000	REAL
MCKINNEY KNOX JOINT	$ 3,775,000	$ 3,200,000	REAL
MCKINNEY KNOX JOINT	$ 2,780,000	$ 2,275,000	REAL
MCKINNEY KNOX JOINT	$ 950,000	$ 875,000	REAL
MCKINNEY KNOX JOINT	$ 9,225,000	$ 7,500,000	REAL

MDR REVOCABLE TRUST	$ 2,249,680	$ 2,249,680	REAL
MEADOW CREEK RANCH MHC LLC	$ 3,600,000	$ 3,200,000	REAL
MERRICK BUSINESS PARK LLC	$ 6,116,160	$ 5,450,000	REAL
MI CASA MULTIFAMILY LLC	$ 3,810,580	$ 3,600,000	REAL
MI CASA MULTIFAMILY LLC	$ 4,089,400	$ 3,900,000	REAL
MM COURTYARDS LLC	$ 22,600,000	$ 20,500,000	REAL
MPG TEXAS 1 LLC	$ 16,800,000	$ 15,200,000	REAL
MOTTS LLP	$ 138,314,600	$ 112,110,370	PERSONAL
MOTTS LLP	$ 34,149,970	$ 32,200,000	PERSONAL
NCH CORPORATION	$ 14,750,000	$ 13,250,000	REAL
NCH CORPORATION	$ 8,049,840	$ 7,000,000	REAL
NCH CORPORATION	$ 15,044,520	$ 12,850,000	REAL
NEWPORT APARTMENTS PROPERTY OWNER LP	$ 38,000,000	$ 28,750,000	REAL
NORTHGATE CONSOLIDATED GROUP LLC	$ 1,650,000	$ 1,500,000	REAL
NORTHGATE CONSOLIDATED GROUP LLC	$ 5,500,000	$ 5,000,000	REAL
NORTHPARK LAND PARTNERS	$ 4,675,000	$ 4,250,000	REAL
NORTHWEST PARK ASSOC	$ 7,226,550	$ 7,000,000	REAL
NORTHWEST PARK ASSOC	$ 11,273,450	$ 11,000,000	REAL
OBSIDIAN SUMMER GATE OWNER	$ 24,460,660	$ 22,000,000	REAL
ONE HOLDINGS INC	$ 21,630,800	$ 17,750,000	REAL
ORR VENTURE LTD	$ 2,000,000	$ 1,935,000	REAL
PANADE LTD	$ 10,967,220	$ 10,000,000	REAL
PARRISH MICHAEL R & ANGLEA R	$ 1,679,930	$ 1,600,000	REAL
PATEL MUKUND & DAXABEN	$ 1,543,000	$ 1,449,000	REAL
PCPI UT OWNER LP AND TERRA FUNDING-URBAN	$ 12,252,330	$ 12,252,330	REAL
PCPI UT OWNER LP AND TERRA FUNDING-URBAN	$ 127,747,670	$ 124,147,670	REAL
PINE GROVE RESIDENTIAL FUNDING	$ 338,970	$ 330,000	REAL
PINE GROVE RESIDENTIAL FUNDING	$ 383,070	$ 350,000	REAL
PLASCENCIA JOSE L	$ 6,044,000	$ 5,480,000	REAL
POINT AT LAS COLINAS PROPERTIES	$ 68,750,000	$ 63,000,000	REAL
POLO SANTIAGO	$ 7,360,230	$ 6,700,000	REAL
POP HOLDINGS LP	$ 774,350	$ 760,300	REAL
PRIMAX PROPERTIES LLC	$ 2,175,000	$ 2,150,000	REAL
PROMENADE TX PARTNERS LLC	$ 72,500,000	$ 69,500,000	REAL
PROPERTY RESERVE INC	$ 80,472,820	$ 74,222,820	REAL
REGAL BUSINESS CENTER LLC	$ 11,000,100	$ 8,000,000	REAL
REGAL BUSINESS CENTER LLC	$ 20,274,050	$ 19,000,000	REAL
RESIDENCES NORTHGATE LLC	$ 50,995,000	$ 35,000,000	REAL
RICHIS HOTEL DFW LLC	$ 4,000,000	$ 3,940,000	REAL
RICKY HOSPITALITY LLC	$ 1,890,000	$ 1,700,000	REAL
ROCHELLE PLACE L P	$ 12,584,740	$ 10,000,000	REAL
ROCK ISLAND IRVING LLC	$ 18,450,000	$ 17,000,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 455,610	$ 437,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 225,970	$ 225,970	REAL

SAJI ABRAHAM PROPERTIES LLC	$ 254,180	$ 207,240	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 243,290	$ 229,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 261,900	$ 251,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 256,960	$ 256,960	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 251,710	$ 251,710	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 245,570	$ 245,570	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 158,080	$ 158,080	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 251,710	$ 251,710	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 366,610	$ 320,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 280,320	$ 270,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 246,600	$ 225,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 285,100	$ 250,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 279,530	$ 270,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 235,990	$ 230,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 273,380	$ 270,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 524,000	$ 524,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 489,000	$ 489,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 263,040	$ 260,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 304,730	$ 304,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 349,720	$ 345,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 244,220	$ 240,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 249,990	$ 245,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 408,150	$ 408,150	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 228,290	$ 222,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 233,730	$ 225,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 239,050	$ 230,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 232,480	$ 225,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 233,730	$ 225,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 232,800	$ 220,000	REAL
SAJI ABRAHAM PROPERTIES LLC	$ 238,610	$ 238,610	REAL
SAVOY DALLAS HOTELS LLC	$ 9,900,000	$ 8,750,000	REAL
SEALY LCF WILLOWBROOK ROAD LLC	$ 5,869,700	$ 5,270,000	REAL
SECURITY CAPITAL	$ 13,037,340	$ 11,500,000	REAL
SECURITY CAPITAL	$ 6,564,000	$ 5,900,000	REAL
SEDONA PARK APARTMENTS LLC	$ 33,575,000	$ 30,600,000	REAL
SEJ PROPERTIES LP	$ 5,034,370	$ 4,500,000	REAL
SEJ PROPERTIES LP	$ 9,847,410	$ 8,725,000	REAL
SFS PROPERTIES LLC	$ 9,442,500	$ 7,700,000	REAL
SHRI AVDUTH INC	$ 1,860,000	$ 1,725,000	REAL
SHURGARD TEXAS LIMITED	$ 1,551,200	$ 1,400,000	REAL
SHURGARD TEXAS LIMITED	$ 3,740,300	$ 3,400,000	REAL
SHURGARD TEXAS LIMITED	$ 6,301,500	$ 5,900,000	REAL
SHURGARD TEXAS LIMITED	$ 4,600,790	$ 3,500,000	REAL
SHURGARD TEXAS LIMITED	$ 6,500,000	$ 6,200,000	REAL

SHURGARD TEXAS LIMITED	$ 5,600,760	$ 4,800,000	REAL
SKYPASS DEVELOPMENT LLC	$ 1,676,540	$ 1,676,540	REAL
SKYPASS DEVELOPMENT LLC	$ 5,924,160	$ 5,331,740	REAL
SOUTHERN STAR LAS COLINAS LP	$ 19,250,000	$ 16,875,000	REAL
STAR BORROWER SFR4 LP	$ 359,390	$ 350,000	REAL
STAR BORROWER SFR4 LP	$ 366,390	$ 360,000	REAL
STAR BORROWER SFR4 LP	$ 425,610	$ 420,000	REAL
STAR BORROWER SFR4 LP	$ 356,870	$ 345,920	REAL
STAR BORROWER SFR4 LP	$ 377,750	$ 375,000	REAL
STAR BORROWER SFR4 LP	$ 381,860	$ 375,000	REAL
SURTI LUEVA PATIDAR SAMAJ OF DFW	$ 19,259,740	$ 15,000,000	REAL
TARGET CORP AS OWNER AND LESSEE	$ 5,886,450	$ 5,800,000	REAL
TARGET CORPORATION	$ 3,391,680	$ 2,819,830	PERSONAL
TCRG OPPORTUNITY XII LLC	$ 7,165,000	$ 6,500,000	REAL
TEXAS PARK MANOR LP	$ 13,250,000	$ 12,500,000	REAL
TEXAS SFI PARTNERSHIP 37 LTD	$ 41,000,000	$ 40,000,000	REAL
THE SUNSHINE REVOCABLE TRUST	$ 2,130,000	$ 1,990,000	REAL
TILLAR ARMS IRVING PARTNERS LP	$ 3,052,350	$ 1,912,500	REAL
TILLAR ARMS IRVING PARTNERS LP	$ 3,830,400	$ 2,400,000	REAL
TILLAR ARMS IRVING PARTNERS LP	$ 3,500,000	$ 1,664,580	REAL
TILLAR ARMS IRVING PARTNERS LP	$ 3,830,400	$ 2,400,000	REAL
TILLAR IRVING BELTLINE	$ 2,441,040	$ 2,200,000	REAL
TMIF II BRIDGEPORT LP	$ 32,750,000	$ 32,000,000	REAL
TOURO ASHER PARK DE LLC	$ 38,237,890	$ 32,000,000	REAL
TOURO RUSTIC RIDGE DE LLC	$ 29,120,000	$ 24,500,000	REAL
TOYOTA OF IRVING LTD	$ 537,520	$ 537,520	REAL
TOYOTA OF IRVING LTD	$ 640,000	$ 620,000	REAL
TOYOTA OF IRVING LTD	$ 720,000	$ 710,000	REAL
TOYOTA OF IRVING LTD	$ 150,000	$ 143,220	REAL
TOYOTA OF IRVING LTD	$ 12,900,000	$ 11,400,000	REAL
TP APARTMENTS LLC	$ 8,544,820	$ 7,820,700	REAL
TP APARTMENTS LLC	$ 3,255,170	$ 2,979,300	REAL
URBAN CORE OWNER LP	$ 15,584,000	$ 13,500,000	REAL
VATC 200 DE LLC &	$ 28,300,000	$ 25,500,000	REAL
VBAPT LLC	$ 22,750,000	$ 19,400,000	REAL
VILLAGE ON WEST IRVING LLC	$ 11,200,000	$ 9,500,000	REAL
VM MASTER ISSUER LLC	$ 322,890	$ 280,000	REAL
VM MASTER ISSUER LLC	$ 276,860	$ 276,860	REAL
VM MASTER ISSUER LLC	$ 258,310	$ 258,310	REAL
VM MASTER ISSUER LLC	$ 253,300	$ 253,300	REAL
VM MASTER ISSUER LLC	$ 284,000	$ 284,000	REAL
WEISZ THOMAS J	$ 402,300	$ 260,000	REAL
WEST FORK VILLAGE LLC	$ 1,377,090	$ 1,311,000	REAL
WEST FORK VILLAGE LLC	$ 3,872,910	$ 3,500,000	REAL

WESTDALE BROOKSTONE TERRACE LP	$ 28,850,000	$ 25,000,000	REAL
WESTDALE BROOKSTONE/TERRACE LP	$ 22,575,000	$ 19,500,000	REAL
WESTDALE POLARIS PARTNERS	$ 20,950,000	$ 18,800,000	REAL
WESTDALE PPTIES AMERICA I	$ 25,250,000	$ 22,500,000	REAL
WF AGAVE IRVING LLC	$ 2,355,320	$ 2,164,000	REAL
WF AGAVE IRVING LLC	$ 9,944,680	$ 9,136,000	REAL
WMCI DALLAS XVI LLC	$ 181,780	$ 171,000	REAL
WMCI DALLAS XVI LLC	$ 587,820	$ 547,000	REAL
WMCI DALLAS XVI LLC	$ 312,490	$ 291,000	REAL
WMCI DALLAS XVI LLC	$ 671,520	$ 659,000	REAL
WMCI DALLAS XVI LLC	$ 209,600	$ 197,000	REAL
WMCI DALLAS XVI LLC	$ 970,550	$ 935,000	REAL
WMCI DALLAS XVI LLC	$ 1,246,190	$ 1,201,000	REAL
WMCI DALLAS XVI LLC	$ 682,110	$ 643,000	REAL
WMCI DALLAS XVI LLC	$ 1,632,450	$ 1,573,000	REAL
WMCI DALLAS XVI LLC	$ 336,500	$ 336,500	REAL
WMCI DALLAS XVI LLC	$ 363,540	$ 341,000	REAL
WMCI DALLAS XVI LLC	$ 1,021,730	$ 1,003,000	REAL
WOODSHIRE MHC LLC	$ 101,280	$ 101,280	REAL
WOODSHIRE MHC LLC	$ 96,050	$ 75,000	REAL
WOODSHIRE MHC LLC	$ 3,000,000	$ 2,720,000	REAL
WOODSHIRE MHC LLC	$ 6,750,000	$ 6,250,000	REAL
WOODSHIRE MHC LLC	$ 6,900,000	$ 6,450,000	REAL
WWC XLII LP	$ 37,875,000	$ 34,650,000	REAL
WWC XLII LP	$ 37,875,000	$ 34,650,000	REAL
Z290 THIRD STREET LLC	$ 6,140,930	$ 5,400,000	REAL
TOTAL	$ 4,071,664,920	$ 3,673,728,629	

2024 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
1111 TDS APARTMENTS LLC	$	29,500,000	REAL
CHA & CHA III LLC	$	6,507,570	REAL
LEGACY REI GROUP SA LLC	$	5,826,980	REAL
LEGACY REI GROUP SA LLC	$	16,172,850	REAL
STARCORE CR LLC	$	23,104,000	REAL
SURTI LEUVA PATIDIR SAMAJ OF DFW	$	1,050,270	REAL
SURTI LEUVA PATIDIR SAMAJ OF DFW	$	19,259,740	REAL
TOTAL	$	101,421,410	

2024 SETTLED LAWSUITS

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
1000 EAST AIRPORT FREEWAY LLC	$ 4,471,240	$ 3,750,000	REAL
1000 EAST AIRPORT FREEWAY LLC	$ 14,000,000	$ 9,500,000	REAL
119 REGAL ROW OWNER LP	$ 14,500,000	$ 11,400,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 5,229,250	$ 4,750,000	REAL
161 AIRPORT CORPORATE LLC	$ 10,006,000	$ 9,300,000	REAL
2010 KINWEST LLC	$ 5,250,000	$ 4,500,000	REAL
2111 WEST WALNUT HILL LLC	$ 6,155,240	$ 5,100,000	REAL
2200 WEST ROCHELLE LLC	$ 8,500,000	$ 7,700,000	REAL
2200 WEST ROCHELLE LLC	$ 8,500,000	$ 7,700,000	REAL
2325 STEMMONS HOTEL PTNRS LLC	$ 11,400,000	$ 9,300,000	REAL
250 290 B&C LLC	$ 20,300,000	$ 19,223,000	REAL
250 290 B&C LLC	$ 36,150,000	$ 34,191,000	REAL
250 290 B&C LLC	$ 18,050,000	$ 17,086,000	REAL
2700 TRINITY SPE LLC	$ 11,732,500	$ 10,250,000	REAL
2929 PARK GROVE VNTRE LTD	$ 1,684,900	$ 1,500,000	REAL
2929 PARK GROVE VNTRE LTD	$ 24,070,100	$ 21,800,000	REAL
3228 WILLOW LLC	$ 18,600,000	$ 17,350,000	REAL
3429 WEST ROCHELLE LLC	$ 22,250,000	$ 20,600,000	REAL
3515 NORTH STORY IBAN LLC &	$ 26,000,000	$ 24,000,000	REAL
4303 MARIPOSA DRIVE LLC	$ 9,600,000	$ 8,500,000	REAL
4409 MONTROSE LTD	$ 30,482,450	$ 27,500,000	REAL
450 EJC INVESTMENT LLC	$ 1,270,000	$ 1,270,000	REAL
450 EJC INVESTMENT LLC	$ 4,850,000	$ 4,850,000	REAL
4525 W PIONEER DR PROPERTY	$ 33,750,000	$ 31,150,000	REAL
4600 W AIRPORT FREEWAY LLC	$ 23,000,000	$ 19,500,000	REAL
4905 COURTSIDE LLC	$ 6,200,000	$ 5,900,000	REAL
500 EJC OFFICE OWNER LLC	$ 27,250,000	$ 25,900,000	REAL
600 LAS COLINAS OWNER LLC	$ 70,040,900	$ 63,500,000	REAL
692 LAKE CAROLYN PARKWAY	$ 67,000,000	$ 66,060,000	REAL
78 NEP LTD	$ 900,000	$ 800,000	REAL
78 NEP LTD	$ 8,500,000	$ 7,000,000	REAL
78 NEP LTD	$ 3,600,000	$ 3,000,000	REAL
78 NEP LTD	$ 2,780,000	$ 2,100,000	REAL
78 NEP LTD	$ 13,700,000	$ 11,500,000	REAL
7918 FERGUSON LLC	$ 2,057,000	$ 2,000,000	REAL
7929 BROOKRIVER SUB LLC	$ 10,000,000	$ 9,500,000	REAL
850 LAKE CAROLYN PKWY APARTMENTS IN\	$ 63,000,000	$ 61,000,000	REAL
89 H A S HOTEL CORP	$ 1,585,000	$ 1,500,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 464,910	$ 436,370	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 246,190	$ 246,190	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 258,580	$ 206,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 243,290	$ 228,350	REAL

ABRAHAM SAJI PROPERTIES LLC	$ 266,430	$ 250,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 268,750	$ 268,750	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 268,750	$ 268,750	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 251,520	$ 251,520	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 338,320	$ 317,550	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 158,080	$ 158,080	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 268,750	$ 268,750	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 282,350	$ 265,020	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 286,040	$ 268,480	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 251,630	$ 220,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 277,280	$ 254,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 235,990	$ 215,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 287,980	$ 244,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 530,320	$ 530,320	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 265,700	$ 248,380	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 355,770	$ 328,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 311,590	$ 299,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 254,310	$ 238,700	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 408,150	$ 408,150	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 239,050	$ 224,360	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 228,290	$ 212,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 244,220	$ 227,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 252,720	$ 217,200	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 252,720	$ 217,200	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 261,430	$ 261,430	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 251,520	$ 216,080	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 232,800	$ 212,000	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 525,640	$ 493,370	REAL
ACI REAL ESTATE SPE 155 LLC	$ 5,685,850	$ 5,549,820	REAL
ADREX DIVERSIFIED 5 MASTER TENANT LLC	$ 1,900,000	$ 1,710,000	REAL
AGAS VENTURES LLC	$ 267,870	$ 238,890	REAL
AGAS VENTURES LLC	$ 211,880	$ 188,960	REAL
AGAS VENTURES LLC	$ 214,330	$ 191,140	REAL
AGAS VENTURES LLC	$ 245,040	$ 218,530	REAL
AGAS VENTURES LLC	$ 306,760	$ 273,580	REAL
AGAS VENTURES LLC	$ 234,790	$ 209,390	REAL
AGAS VENTURES LLC	$ 280,000	$ 249,710	REAL
AGAS VENTURES LLC	$ 218,640	$ 194,990	REAL
AGAS VENTURES LLC	$ 237,220	$ 211,560	REAL
AGAS VENTURES LLC	$ 270,000	$ 240,790	REAL
AGAS VENTURES LLC	$ 233,000	$ 207,790	REAL
AGAS VENTURES LLC	$ 234,350	$ 209,000	REAL
AGAS VENTURES LLC	$ 247,000	$ 220,280	REAL
AGAS VENTURES LLC	$ 236,720	$ 236,720	REAL
AGAS VENTURES LLC	$ 264,070	$ 235,500	REAL
AGAS VENTURES LLC	$ 226,790	$ 202,260	REAL
AGRE WILLIAMS SQUARE	$ 97,345,030	$ 94,860,590	REAL
AGRE WILLIAMS SQUARE	$ 54,314,490	$ 52,928,270	REAL

AGRE WILLIAMS SQUARE	$ 8,182,600	$ 7,973,760	REAL
AGRE WILLIAMS SQUARE	$ 55,657,880	$ 54,237,380	REAL
AH & JP INC	$ 1,550,000	$ 1,550,000	REAL
ALC APARTMENTS LLC	$ 61,000,000	$ 56,000,000	REAL
ALESIO GARDEN &	$ 159,000,000	$ 129,000,000	REAL
ALIBHAI HUSSAMUDDIN H	$ 146,370	$ 146,370	REAL
ALIBHAI HUSSAMUDDIN H	$ 146,370	$ 146,370	REAL
ALIBHAI HUSSAMUDDIN H	$ 146,810	$ 146,810	REAL
ALIBHAI HUSSAMUDDIN H	$ 146,370	$ 146,370	REAL
ALIBHAI HUSSAMUDDIN H	$ 173,360	$ 173,360	REAL
ALIBHAI HUSSAMUDDIN H	$ 375,360	$ 366,640	REAL
ALIBHAI HUSSAMUDDIN H	$ 398,550	$ 398,550	REAL
ALIBHAI HUSSAMUDDIN H	$ 384,200	$ 378,230	REAL
ALIBHAI HUSSAMUDDIN H	$ 372,130	$ 355,720	REAL
ALIBHAI HUSSAMUDDIN H	$ 398,080	$ 398,080	REAL
ALIBHAI HUSSAMUDDIN H	$ 380,780	$ 360,140	REAL
ALIBHAI HUSSAMUDDIN H	$ 173,360	$ 173,360	REAL
ALPINE CENTURY CENTER LP	$ 7,376,910	$ 6,750,000	REAL
APO IRVING LLC	$ 8,250,000	$ 6,300,000	REAL
AREA/EY WFT LLC	$ 10,000,000	$ 9,257,300	REAL
ARNS INC	$ 356,000	$ 352,440	REAL
ARNS INC	$ 291,000	$ 288,090	REAL
ARNS INC	$ 260,250	$ 257,650	REAL
ARNS INC	$ 220,000	$ 217,800	REAL
ARNS INC	$ 257,490	$ 254,920	REAL
ARNS INC	$ 312,760	$ 309,630	REAL
ARNS INC	$ 358,000	$ 354,420	REAL
ARNS INC	$ 253,510	$ 250,970	REAL
ARNS INC	$ 302,000	$ 298,980	REAL
ARNS INC	$ 259,000	$ 256,410	REAL
ASBURY AUTOMOTIVE GROUP INC	$ 4,000,000	$ 2,900,000	REAL
ASBURY AUTOMOTIVE GROUP INC	$ 7,000,000	$ 5,800,000	REAL
ASBURY AUTOMOTIVE GROUP INC	$ 5,000,000	$ 3,900,000	REAL
ASBURY AUTOMOTIVE GROUP INC	$ 51,860	$ 51,860	REAL
ASBURY AUTOMOTIVE GROUP INC	$ 3,100,000	$ 2,400,000	REAL
ASHDOW DIALYSIS AS LESSEE	$ 2,300,000	$ 2,100,000	REAL
AUTO ZONE INC	$ 816,380	$ 725,000	REAL
AUTOZONE TEXAS LP	$ 595,950	$ 512,520	REAL
AUTOZONE TEXAS LP	$ 566,120	$ 486,860	PERSONAL
AUTOZONE TEXAS LP	$ 2,566,700	$ 2,104,690	PERSONAL
AUTOZONE TEXAS LP	$ 526,700	$ 452,960	PERSONAL
AUTOZONE TEXAS LP	$ 581,340	$ 499,950	PERSONAL
AUTOZONE TEXAS LP	$ 696,720	$ 599,180	PERSONAL
AVALON VILLAS DE LLC	$ 35,000,000	$ 32,600,000	REAL
BELL STACY GREETHUM TRUST THE	$ 1,250,000	$ 1,100,000	REAL
BEST BUY STORES LP	$ 2,199,870	$ 1,847,890	PERSONAL
BETTER INC	$ 3,145,000	$ 2,850,000	PERSONAL
BHP INVESTMENTS CO	$ 4,250,000	$ 4,000,000	REAL

BMGREI ESTERS LLP	$ 35,510,000	$ 30,893,700	REAL
BMGREI ESTERS LLP	$ 14,490,000	$ 12,606,300	REAL
BMGREI METKER LLC	$ 10,000,000	$ 8,000,000	REAL
BRE KNIGHT SH TX OWNER LLC	$ 1,400,000	$ 1,311,000	REAL
BREIT INDUSTRIAL CANYON	$ 115,390	$ 115,390	REAL
BROWN COLINAS POINTE LLC	$ 22,000,000	$ 20,000,000	REAL
BUDHWANI & VIRANI INC	$ 5,325,000	$ 4,775,000	REAL
CAD ASSETS LLC	$ 4,250,000	$ 3,850,000	REAL
CARE INN OF EDNA LLC	$ 12,700,000	$ 12,500,000	REAL
CARMAX AUTO SUPERSTORES	$ 1,666,220	$ 1,666,220	REAL
CARMAX AUTO SUPERSTORES	$ 12,983,780	$ 10,333,780	REAL
CAROLYN PROPERTY OWNER LP	$ 73,000,000	$ 66,000,000	REAL
CASA DEL SOL TEXAS LLC	$ 8,725,000	$ 7,600,000	REAL
CASCADE DALLAS OPERATING LLC	$ 8,000,000	$ 7,500,000	REAL
CASH HOUSE BUYERS USA LLC	$ 255,890	$ 150,500	REAL
CAVADIAN PROPERTIES LLC	$ 403,740	$ 403,740	REAL
CAVADIAN PROPERTIES LLC	$ 175,000	$ 175,000	REAL
CAVADIAN PROPERTIES LLC	$ 255,120	$ 255,120	REAL
CFT NV DEVELOPMENTS LLC	$ 1,221,230	$ 1,100,000	REAL
CHALET APARTMENTS LLC	$ 31,000,000	$ 28,000,000	REAL
CHATHEAU AT WILDBRIAR LP	$ 19,357,290	$ 13,500,000	REAL
CHEP USA	$ 915,760	$ 915,760	REAL
CHICK FIL A INC	$ 3,423,040	$ 3,224,000	REAL
CHICK FIL A INC	$ 1,300,000	$ 916,000	REAL
CLAY COOLEY REAL ESTATE	$ 9,000,000	$ 6,250,000	REAL
CLAY COOLEY REAL ESTATE	$ 9,973,920	$ 9,224,340	REAL
CLAY COOLEY REAL ESTATE	$ 14,900,000	$ 10,250,000	REAL
CNC SPC LP	$ 18,586,260	$ 17,956,000	REAL
CNC SPC LP	$ 9,413,740	$ 9,094,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 7,738,400	$ 6,762,020	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 5,462,400	$ 4,773,180	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 1,820,800	$ 1,591,060	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 5,348,600	$ 4,673,740	REAL
COLUMBIA PROPERTIES	$ 55,860,000	$ 49,000,000	REAL
CORSAIR IRVING OWNER LLC	$ 29,500,000	$ 27,000,000	REAL
COTTONWOOD LANE PROPERTIES LLC	$ 9,450,000	$ 8,500,000	REAL
CP 511 BUILDING LLC	$ 23,500,000	$ 17,700,000	REAL
CPA 8 & CPA 9	$ 403,470	$ 275,000	REAL
CPA 8 & CPA 9	$ 3,203,080	$ 2,900,000	REAL
CPA 8 & CPA 9	$ 19,275,410	$ 14,825,000	REAL
CRP INVEST LLC	$ 99,200	$ 99,200	REAL
CRP INVEST LLC	$ 99,200	$ 99,200	REAL
CRP INVEST LLC	$ 89,300	$ 89,300	REAL
CRP INVEST LLC	$ 99,200	$ 99,200	REAL
CRP INVEST LLC	$ 238,440	$ 238,440	REAL
CRP INVEST LLC	$ 454,000	$ 454,000	REAL
CREEKWOOD APTS LLC	$ 28,851,750	$ 26,400,000	REAL
CRESTVIEW STONEHILL LLC	$ 32,200,000	$ 29,000,000	REAL

CROSS COURT TEXAS LLC	$ 1,600,000	$ 1,500,000	REAL
CROSSINGATIRVING RUBY	$ 18,654,490	$ 17,600,000	REAL
CROWN ENTERPRISES INC	$ 6,300,000	$ 4,600,000	REAL
CTR TX PROPERTIES LLC	$ 978,000	$ 978,000	REAL
CURRAN PRICE LLC	$ 280,000	$ 257,180	REAL
CURRAN PRICE LLC	$ 202,000	$ 182,490	REAL
CVS AS LESSEE	$ 1,959,990	$ 1,959,990	REAL
CVS AS LESSEE	$ 2,460,410	$ 2,182,000	REAL
DALLAS FT WORTH PARTNERS LLC	$ 4,775,000	$ 4,462,540	REAL
DALLAS FT WORTH PARTNERS LLC	$ 2,290,230	$ 2,140,370	REAL
DALLAS FT WORTH PARTNERS LLC	$ 2,671,930	$ 2,497,090	REAL
DALLAS METRO APARTMENTS LLC	$ 6,050,000	$ 5,500,000	REAL
DAYTON HUDSON CORP	$ 5,766,970	$ 5,715,000	REAL
DELUJO EL MOROCCO LLC	$ 14,446,000	$ 13,300,000	REAL
DELUX SUITES INVESTMENTS	$ 550,000	$ 500,000	REAL
DEVA CORPORATION	$ 6,050,000	$ 6,050,000	REAL
DFW AIRPORT HOSPITALITY	$ 9,900,000	$ 9,200,000	REAL
DFW AIRPORT HOSPITALITY	$ 13,600,000	$ 12,750,000	REAL
DFW BELTLINE COMMERCE CENTER LLC	$ 2,529,090	$ 1,667,000	REAL
DFW BELTLINE COMMERCE CENTER LLC	$ 3,415,730	$ 1,451,000	REAL
DFW BELTLINE COMMERCE CENTER LLC	$ 3,173,760	$ 2,091,000	REAL
DFW BELTLINE COMMERCE CENTER LLC	$ 3,173,760	$ 2,091,000	REAL
DFW RESORTS LLC	$ 8,750,000	$ 8,350,000	REAL
DFW SB INDUSTRIAL LLC	$ 3,900,000	$ 3,655,290	REAL
DFW TOWER VILLAGE LP	$ 13,600,000	$ 13,030,000	REAL
DFW TOWER VILLAGE LP	$ 20,000,000	$ 19,170,000	REAL
DG CENTURY CENTER PROPERTY	$ 14,424,500	$ 12,000,000	REAL
DHILLON INVESTOR LLC	$ 2,553,870	$ 2,100,000	REAL
DILLARDS TEXAS CENTRAL LLC	$ 2,167,680	$ 1,864,200	PERSONAL
DK CREST OWNER LLC	$ 70,000,000	$ 67,000,000	REAL
DLC HOTEL OWNER LLC	$ 370,740	$ 370,740	REAL
DLC HOTEL OWNER LLC	$ 950,610	$ 950,610	REAL
DLC HOTEL OWNER LLC	$ 73,678,650	$ 70,178,650	REAL
DRIVER RE IRVING LLC	$ 6,750,000	$ 6,750,000	REAL
EAGLE CREST BORROWER LLC	$ 26,437,500	$ 24,004,000	REAL
EAGLE CREST BORROWER LLC	$ 36,562,500	$ 33,196,000	REAL
EL PRIMERO EXPRESS LP	$ 4,800,000	$ 4,400,000	REAL
EMERALD POINT APARTMENT	$ 8,000,000	$ 7,500,000	REAL
EPC WESTGATE LLC	$ 37,499,870	$ 29,611,000	REAL
EPC WESTGATE LLC	$ 16,289,130	$ 12,862,000	REAL
EPC WESTGATE LLC	$ 7,148,470	$ 5,645,000	REAL
EPC WESTGATE LLC	$ 6,562,530	$ 5,182,000	REAL
EQUINIX LLC	$ 21,332,500	$ 17,500,000	REAL
ESD DFW SOUTH 2011 LP	$ 31,000,000	$ 22,500,000	REAL
ESTRADA LUXURY APARTMENTS LLC	$ 28,500,000	$ 26,500,000	REAL
ESTRADA REVO LLC &	$ 36,800,000	$ 33,500,000	REAL
EXTRA SPACE PROPERTIES TWO LLC	$ 6,900,000	$ 6,200,000	REAL
FR MASSACHUSETTS 7 LLC	$ 6,903,650	$ 6,300,000	REAL

GENESCO FOOTWEAR LLC	$ 145,200	$ 135,040	PERSONAL
GEP SILVERTON LLC	$ 35,000,000	$ 30,750,000	REAL
GL MARBLETREE LLC	$ 11,749,920	$ 10,875,000	REAL
GL MARBLETREE LLC	$ 35,250,080	$ 32,625,000	REAL
GLENRIDGE HOSPITALITY LP	$ 310,140	$ 310,140	REAL
GLENRIDGE HOSPITALITY LP	$ 12,289,860	$ 10,789,860	REAL
GLENRIDGE HOSPITALITY LP	$ 15,600,000	$ 13,750,000	REAL
GMONY INVESTMENTS LLC	$ 2,912,000	$ 2,740,000	REAL
GMONY INVESTMENTS LLC	$ 3,360,000	$ 3,160,000	REAL
GOLD STAR LLC	$ 890,980	$ 850,000	REAL
GRANITE CIMARRON MEADOWS LLC	$ 19,036,150	$ 11,772,250	REAL
GREENWAY RESTAURANT	$ 10,425,000	$ 9,300,000	REAL
H&B DEVELOPMENT	$ 995,000	$ 925,000	REAL
HANS & DENISE HAUCK REVOCABLE	$ 1,285,310	$ 1,225,000	REAL
HCD DALLAS CORPORATION	$ 62,520,000	$ 52,299,000	REAL
HCD DALLAS CORPORATION	$ 980,000	$ 900,000	REAL
HD DEVELOPMENT PPTIES, LP	$ 5,407,500	$ 5,275,000	REAL
HIGHLAND CREST LTD	$ 26,500,000	$ 25,150,000	REAL
HILLTOPPER APARTMENTS IRVING LLC	$ 8,500,000	$ 7,100,000	REAL
HKRK MGNT INC	$ 4,100,000	$ 3,825,000	REAL
HKSKN MANGERS 1 LTD	$ 3,850,000	$ 3,550,000	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,850	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 85,880	$ 75,760	REAL

IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 67,070	$ 59,170	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 59,090	$ 52,130	REAL
IFCAP EVERGREEN LP	$ 54,440	$ 48,020	REAL
IMT CAPITAL III LAKESHORE LOFTS LP	$ 72,500,000	$ 67,000,000	REAL
INN HOTEL & RESTAURANT LLC THE	$ 7,145,000	$ 5,000,000	REAL
INTEGRITY CAPITAL REI VLP LLC	$ 8,750,000	$ 8,100,000	REAL
IRBY LANE ASSOCIATES LTD	$ 24,700,000	$ 22,500,000	REAL
IRVING 4600 WEST PIONEER	$ 50,000,000	$ 42,000,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 157,840	$ 115,270	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 603,620	$ 440,830	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 553,890	$ 404,520	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 237,210	$ 173,240	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 224,220	$ 163,750	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 1,909,870	$ 1,394,820	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 301,810	$ 220,420	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 325,790	$ 237,930	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 308,690	$ 225,440	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 555,000	$ 405,330	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 2,456,320	$ 1,793,890	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 167,260	$ 167,260	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 155,560	$ 155,560	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 901,740	$ 901,740	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 4,583,320	$ 4,166,650	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 9,166,680	$ 8,333,350	REAL

IRVING LODGING LLC	$ 9,300,100	$ 8,750,000	REAL
ISA HOSPITALITY INC	$ 3,200,000	$ 2,800,000	REAL
J&J LOTT IRVING LLC	$ 50,966,850	$ 48,000,000	REAL
JACHO FAIR OAKS LP	$ 8,200,000	$ 7,500,000	REAL
JARS BRITTANY 169 LLC	$ 12,900,000	$ 12,000,000	REAL
JARS HEIGHTS 79 LLC	$ 2,582,300	$ 2,370,000	REAL
JARS HEIGHTS 79 LLC	$ 1,613,920	$ 1,480,000	REAL
JARS HEIGHTS 79 LLC	$ 4,303,780	$ 3,950,000	REAL
JB DALLAS LLC	$ 2,601,000	$ 2,475,000	REAL
JDFW II LLC	$ 94,500,000	$ 82,500,000	REAL
JDFW LLC	$ 62,000,000	$ 60,000,000	REAL
KARAN ASSOCIATES TWO	$ 1,760,000	$ 1,445,000	REAL
KARAN ASSOCIATES TWO	$ 1,800,000	$ 1,355,000	REAL
KORE 125 JOHN CARPENTER LLC	$ 73,500,000	$ 71,900,000	REAL
KRISHA INVESTMENTS INC	$ 11,850,000	$ 11,850,000	REAL
KROGER LIMITED PARTNERSHIP II	$ 40,239,560	$ 35,940,190	PERSONAL
KROGER TEXAS LP	$ 1,263,680	$ 1,179,430	REAL
KROGER TEXAS LP	$ 1,834,970	$ 1,150,000	REAL
KROGER TEXAS LP	$ 1,586,330	$ 1,580,000	REAL
KROGER TEXAS LP	$ 4,199,910	$ 4,100,000	REAL
KROGER TEXAS LP	$ 960,100	$ 950,260	REAL
KROGER TEXAS LP	$ 21,600,000	$ 16,000,000	REAL
LADERA RANCH LLC	$ 32,175,000	$ 29,600,000	REAL
LAKE FOREST COMMUNITY	$ 10,272,140	$ 7,500,000	REAL
LAKE FOREST COMMUNITY	$ 4,485,530	$ 4,485,530	REAL
LAKE WORTH HOTEL CORP	$ 3,600,000	$ 3,300,000	REAL
LAS COLINAS I HOLDCO LP	$ 110,000,000	$ 105,000,000	REAL
LAS COLINAS II HOLDCO LP	$ 59,850,000	$ 58,000,000	REAL
LAS COLINAS HOSPITALITY LP	$ 1,354,500	$ 1,354,500	REAL
LBH LAS COLINAS PLAZA LLC	$ 28,950,000	$ 26,700,000	REAL
LEGACY REI GROUP TF LLC	$ 5,028,160	$ 4,244,400	REAL
LEGACY REI GROUP TF LLC	$ 11,971,840	$ 10,105,600	REAL
LION NORTHGATE LLC &	$ 25,995,000	$ 23,950,000	REAL
LION TRINITY LLC	$ 66,700,000	$ 61,750,000	REAL
LION WOODCHASE CLARENDON LLC	$ 25,263,160	$ 23,278,200	REAL
LION WOODCHASE CLARENDON LLC	$ 9,736,840	$ 8,971,800	REAL
LONE STAR CONTAINER	$ 15,146,970	$ 11,000,000	REAL
LOWEN RAIFORD LP	$ 14,250,000	$ 12,450,000	REAL
LOWES HOME CENTERS INC	$ 7,210,000	$ 7,100,000	REAL
LPD REALTY LLC	$ 20,750,000	$ 19,400,000	REAL
LSG1 TOWNE NORTH LLC	$ 5,032,980	$ 4,600,000	REAL
LSG1 TOWNE NORTH LLC	$ 11,717,020	$ 10,700,000	REAL
LUCKY PROPERTY ONE LLC	$ 3,968,530	$ 3,650,000	REAL
MAA ALLOY LLC	$ 73,450,000	$ 66,500,000	REAL
MAA TANC LLC	$ 51,500,000	$ 49,500,000	REAL
MACARTHUR PLACE	$ 28,447,780	$ 26,259,500	REAL
MACARTHUR PLACE	$ 33,302,220	$ 30,740,500	REAL
MACY'S RETAIL HOLDINGS LLC	$ 3,086,040	$ 2,594,280	PERSONAL

MALL GROUND PORTFOLIO LLC	$ 1,301,420	$ 1,301,420	REAL
MALL GROUND PORTFOLIO LLC	$ 1,600,100	$ 1,600,100	REAL
MALL GROUND PORTFOLIO LLC	$ 4,319,230	$ 3,925,000	REAL
MALL GROUND PORTFOLIO LLC	$ 193,440	$ 193,440	REAL
MALL GROUND PORTFOLIO LLC	$ 24,625,000	$ 19,980,040	REAL
MARABELLA APARTMENTS II	$ 34,828,880	$ 33,506,970	REAL
MARABELLA APARTMENTS II	$ 31,171,120	$ 29,988,030	REAL
MARS ROCHELLE LLC &	$ 5,994,000	$ 5,300,000	REAL
MDR REVOCABLE TRUST	$ 2,076,250	$ 2,000,000	REAL
MEADOW CREEK RANCH MHC LLC	$ 7,419,010	$ 5,350,000	REAL
MEADOW CREEK RANCH MHC LLC	$ 3,792,190	$ 3,200,000	REAL
MEADOW OAKS COMMUNITY LLC	$ 19,538,610	$ 14,700,000	REAL
MFO PPTIES LTD	$ 1,575,000	$ 1,525,000	REAL
MLRP REGAL ROW LP	$ 7,110,750	$ 4,750,000	REAL
MLRP REGAL ROW LP	$ 4,931,940	$ 4,800,000	REAL
MM COURTYARDS LLC	$ 21,000,000	$ 19,300,000	REAL
MONTERRA APARTMENTS LP	$ 47,850,000	$ 47,850,000	REAL
MOTTS LLP	$ 135,496,870	$ 119,120,230	PERSONAL
MOTTS LLP	$ 30,365,510	$ 29,673,960	PERSONAL
MPG TEXAS 1 LLC	$ 14,500,000	$ 13,500,000	REAL
MUSTANG LAS COLINAS LLC	$ 35,156,900	$ 30,000,000	REAL
NCH CORPORATION	$ 15,000,000	$ 14,329,914	REAL
NCH CORPORATION	$ 13,759,580	$ 11,947,000	REAL
NCH CORPORATION	$ 6,453,560	$ 6,453,560	REAL
NEWPORT APARTMENTS PROPERTY OWNER	$ 35,875,000	$ 25,500,000	REAL
NH INVESTMENTS LAH LLC	$ 17,650,000	$ 17,000,000	REAL
NICOLA SPUR 482 LP	$ 6,420,530	$ 5,791,700	REAL
NLP TEXAS ONE LLC	$ 61,250,000	$ 58,500,000	REAL
NORTH TEXAS FAMILY	$ 12,670,000	$ 11,800,000	REAL
NORTHGATE CONSOLIDATED GROUP LLC	$ 4,869,100	$ 4,600,000	REAL
NORTHGATE CONSOLIDATED GROUP LLC	$ 1,460,900	$ 1,460,900	REAL
NORTHWEST PARK ASSOC	$ 12,461,670	$ 11,273,400	REAL
NORTHWEST PARK ASSOC	$ 7,988,330	$ 7,226,600	REAL
OAKWAY MANOR LLC	$ 7,000,000	$ 6,230,000	REAL
OBSIDIAN SUMMER GATE OWNER	$ 22,950,000	$ 20,000,000	REAL
OMNINET FOXBOROUGH LP	$ 37,000,000	$ 29,600,000	REAL
OMNINET FOXBOROUGH LP	$ 13,000,000	$ 10,400,000	REAL
PAR CAPITAL 122 WEST LLC	$ 27,800,000	$ 27,100,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 44,082,280	$ 38,582,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 4,752,000	$ 4,752,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 65,915,720	$ 62,166,000	REAL
PARRISH MICHAEL R & ANGELA R	$ 1,679,930	$ 1,580,000	REAL
PATEL KAMLESH M & AMISHA G	$ 1,263,320	$ 1,200,000	REAL
PATEL MUKUND & DAXABEN	$ 1,468,640	$ 1,400,000	REAL
PATEL VIMAL M	$ 928,250	$ 800,000	REAL
PBH VALLEY CREEK LLC	$ 51,400,000	$ 47,000,000	REAL
PBH VALLEY RIDGE LLC	$ 53,550,000	$ 49,000,000	REAL
PENSA NUWIND LLC	$ 31,000,000	$ 28,000,000	REAL

PERFECT & COMFORT LIVING LLC	$ 4,300,000	$ 4,000,000	REAL
PERFECT AND MODERN TEAM LLC	$ 3,550,000	$ 3,450,000	REAL
PETCO	$ 424,640	$ 350,000	PERSONAL
PILLSBURY CO TAX DEPT	$ 950,000	$ 930,000	REAL
PILLSBURY CO TAX DEPT	$ 834,430	$ 834,430	REAL
PL LASCO OWNER LLC	$ 90,500,000	$ 87,800,000	REAL
POINT AT LAS COLINAS PROPERTIES LLC	$ 70,500,000	$ 64,000,000	REAL
POLO SANTIAGO	$ 7,275,000	$ 6,700,000	REAL
POP HOLDINGS LP	$ 1,091,380	$ 1,091,380	REAL
PPF AMLI 1050 LAKE CAROLYN PARKWAY LL	$ 68,000,000	$ 62,253,300	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$ 100,721,400	$ 88,450,000	REAL
PRIME US TOWER AT LAKE CAROLYN LLC	$ 67,750,000	$ 62,000,000	REAL
PROLOGISEXCHANGE STEMMONS	$ 7,753,150	$ 6,980,000	REAL
PROMENADE TX PARTNERS LLC	$ 73,000,000	$ 69,500,000	REAL
PROPERTY RESERVE INC	$ 74,847,820	$ 70,772,820	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$ 57,000,000	$ 39,950,000	REAL
PS TEXAS HOLDINGS II LTD	$ 6,316,700	$ 5,900,000	REAL
PS TEXAS HOLDINGS II LTD	$ 6,301,540	$ 5,400,000	REAL
PS TEXAS HOLDINGS LTD	$ 3,863,670	$ 3,215,000	REAL
PS TEXAS HOLDINGS LTD	$ 4,928,360	$ 4,400,000	REAL
QSR 4 LLC	$ 728,270	$ 728,270	REAL
QSR 4 LLC	$ 978,080	$ 978,080	REAL
RAIBLE PLACE APARTMENTS LLC	$ 19,000,000	$ 16,200,000	REAL
RAMSEY LUTHER H	$ 1,612,100	$ 1,500,000	REAL
RAMSEY LUTHER HAROLD	$ 855,000	$ 800,000	REAL
RCP CRESTVIEW SPE LLC &	$ 30,250,000	$ 29,500,000	REAL
REALTY INCOME PROPERTIES 19 LLC	$ 2,083,290	$ 2,072,620	REAL
REALTY INCOME PROPERTIES 19 LLC	$ 771,750	$ 742,200	REAL
REALTY INCOME PROPERTIES 19 LLC	$ 1,233,750	$ 1,186,520	REAL
REALTY INCOME PROPERTIES 19 LLC	$ 661,500	$ 636,170	REAL
REALTY INCOME PROPERTIES 19 LLC	$ 661,500	$ 636,170	REAL
REGAL BUSINESS CENTER LLC	$ 11,000,000	$ 7,375,660	REAL
REGAL BUSINESS CENTER LLC	$ 17,624,340	$ 17,624,340	REAL
RESIDENCE AT SURROUND APARTMENT LLC	$ 39,425,000	$ 36,500,000	REAL
RESIDENCES NORTHGATE LLC	$ 48,875,000	$ 33,750,000	REAL
RICKY HOSPITALITY LLC	$ 1,720,000	$ 1,600,000	REAL
RIVERSIDE PROPERTY OWNERS LP	$ 37,623,120	$ 36,750,000	REAL
RIVERSIDE PROPERTY OWNERS LP	$ 10,136,020	$ 9,900,000	REAL
ROCHELLE PLACE L P	$ 12,500,000	$ 9,500,000	REAL
ROCK ISLAND IRVING LLC	$ 18,000,000	$ 16,750,000	REAL
RODRIGUEZ JOSE	$ 221,220	$ 212,000	REAL
ROSEMONT SUMMIT OPERATING LLC	$ 60,000,000	$ 54,000,000	REAL
RSP RIDGEVIEW PLACE	$ 32,166,670	$ 30,660,000	REAL
RSP RIDGEVIEW PLACE	$ 16,083,330	$ 15,340,000	REAL
SANDLIAN COLBY B & G B REV TR &	$ 3,710,600	$ 3,710,600	REAL
SAVOY DALLAS HOTELS LLC	$ 8,700,000	$ 8,200,000	REAL
SEDONA PARK APARTMENTS LLC	$ 39,950,000	$ 29,850,000	REAL
SEJ PROPERTIES LP	$ 8,941,170	$ 8,400,000	REAL

SEJ PROPERTIES LP	$ 5,000,000	$ 4,340,570	REAL
SEJ PROPERTIES LP	$ 1,500,000	$ 1,350,000	REAL
SEJ PROPERTIES LP	$ 640,000	$ 640,000	REAL
SEJ PROPERTIES LP	$ 2,155,150	$ 1,940,000	REAL
SEJ PROPERTIES LP	$ 2,400,000	$ 2,400,000	REAL
SEJ PROPERTIES LP	$ 650,000	$ 650,000	REAL
SERVICES DEVELOPMENT CORP	$ 11,300,000	$ 10,800,000	REAL
SFS PROPERTIES LLC	$ 8,183,500	$ 6,750,000	REAL
SHREEM LAS COLINAS LLC	$ 17,691,660	$ 17,691,660	REAL
SHRI AVDUTH INC	$ 1,695,000	$ 1,625,000	REAL
SKYPASS DEVELOPMENT LLC	$ 1,775,160	$ 1,676,540	REAL
SKYPASS DEVELOPMENT LLC	$ 5,572,200	$ 5,052,960	REAL
SL1000 RRH SPE LLC &	$ 19,979,750	$ 18,000,000	REAL
SL5 DFW INDUSTRIAL LP	$ 12,093,510	$ 10,500,000	REAL
SOUTHERN STAR LAS COLINAS LP	$ 17,500,000	$ 15,300,000	REAL
SPANISH HAVEN REDEVELOPMENT	$ 14,175,000	$ 12,350,000	REAL
STAINBACK RAYMOND F JR	$ 4,620,000	$ 4,250,000	REAL
STARCREST TEXAS PPTIES	$ 8,370,000	$ 7,550,000	REAL
STATE BANK OF TEXAS	$ 20,480,560	$ 18,000,000	REAL
SUBIL PROPERTIES LLC	$ 960,000	$ 930,000	REAL
SUN LIFE INSURANCE CO OF CANADA	$ 36,300,000	$ 33,700,000	REAL
SYMONDS STEPHEN M	$ 2,649,550	$ 2,300,000	REAL
TERRA FUNDING-URBAN TOWERS LLC	$ 12,252,330	$ 12,252,330	REAL
TERRA FUNDING-URBAN TOWERS LLC	$ 131,747,670	$ 124,147,670	REAL
TERRY INVESTMENT PROPERTY 1	$ 1,553,540	$ 1,553,540	REAL
TEXAS PARK MANOR LP	$ 11,950,000	$ 11,300,000	REAL
TEXAS SFI PARTNERSHIP 37 LTD	$ 41,000,000	$ 38,000,000	REAL
TILLAR IRVING BELTLINE	$ 3,332,450	$ 2,000,000	REAL
THREE WHITE OAKS CORPORATION	$ 1,887,000	$ 1,825,000	REAL
TMIF II BRIDGEPORT LP	$ 33,250,000	$ 31,400,000	REAL
TNP IRVNG SQUARE DST	$ 2,950,000	$ 2,950,000	REAL
TOURO ASHER PARK DE LLC	$ 33,500,000	$ 30,500,000	REAL
TOURO GROVE APARTMENTS LLC	$ 19,600,000	$ 18,500,000	REAL
TOURO RUSTIC RIDGE DE LLC	$ 24,800,000	$ 21,000,000	REAL
TOYOTA OF IRVING LTD	$ 636,740	$ 620,000	REAL
TOYOTA OF IRVING LTD	$ 12,325,000	$ 11,175,000	REAL
TOYOTA OF IRVING LTD	$ 720,370	$ 710,000	REAL
TOYOTA OF IRVING LTD	$ 146,480	$ 143,220	REAL
TOYOTA OF IRVING LTD	$ 537,520	$ 537,520	REAL
TP APARTMENTS LLC	$ 3,034,480	$ 2,730,000	REAL
TP APARTMENTS LLC	$ 7,965,520	$ 7,170,000	REAL
TR ATRIUM LP	$ 13,000,000	$ 12,000,000	REAL
TR ATRIUM LP	$ 7,000,000	$ 6,350,000	REAL
TRADER JOES COMPANY	$ 458,920	$ 458,920	REAL
TRASSATTS CORPORATION	$ 7,800,000	$ 7,000,000	REAL
TUCASA ACQUITISITION LLC	$ 13,880,000	$ 12,400,000	REAL
TUP CARPENTER COURT LP	$ 11,209,850	$ 9,500,000	REAL
TX 2800 VALLEY VIEW LN DE LLC	$ 27,827,770	$ 25,000,000	REAL

USAA REAL ESTATE CO	$ 296,390	$ 296,390	REAL
USAA REAL ESTATE CO	$ 502,500	$ 502,500	REAL
USAA REAL ESTATE CO	$ 200	$ 200	REAL
USAA REAL ESTATE CO	$ 3,120	$ 3,120	REAL
USAA REAL ESTATE CO	$ 5,519,970	$ 5,478,000	REAL
USAA REAL ESTATE CO	$ 1,770	$ 1,770	REAL
USAA REAL ESTATE CO	$ 950,610	$ 950,610	REAL
USAA REAL ESTATE CO	$ 115,460	$ 115,460	REAL
USAA REAL ESTATE CO	$ 15,000,000	$ 10,500,000	REAL
USAA REAL ESTATE CO	$ 1,822,730	$ 1,822,730	REAL
VATC 200 DE LLC	$ 25,500,000	$ 23,800,000	REAL
VBAPT LLC	$ 22,000,000	$ 17,400,000	REAL
VELAZQUEZ CELIA &	$ 1,500,000	$ 1,450,000	REAL
VILLAGE ON WEST IRVING LLC	$ 10,250,000	$ 9,250,000	REAL
VILLAS ESTANCIA APARTMENTS LLC	$ 27,785,000	$ 22,750,000	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 1,511,590	$ 1,441,000	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 4,114,170	$ 2,450,000	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 2,518,870	$ 2,405,000	REAL
WALKER MHP INVESTMENTS LLC	$ 1,200,000	$ 1,050,000	REAL
WALNUT HILL TX PARTNERS LLC	$ 75,000,000	$ 65,000,000	REAL
WATER STREET OCONNOR LP	$ 107,000,000	$ 104,000,000	REAL
WEST SHADY GROVE HOLDINGS LLC	$ 6,497,100	$ 6,050,000	REAL
WEST SHADY GROVE HOLDINGS LLC	$ 5,630,900	$ 5,250,000	REAL
WESTDALE BROOKSTONE TERRACE LP	$ 27,500,000	$ 25,650,000	REAL
WESTDALE BROOKSTONE/TERRACE LP	$ 21,500,000	$ 18,900,000	REAL
WESTDALE LAKERIDGE LTD	$ 23,000,000	$ 18,000,000	REAL
WESTDALE POLARIS PARTNERS	$ 19,250,000	$ 17,950,000	REAL
WESTDALE POLARIS PARTNERS	$ 6,900,000	$ 6,143,000	REAL
WESTDALE PPTIES AMERICA I	$ 25,250,000	$ 21,750,000	REAL
WESTDALE WOODMEADE LTD	$ 37,000,000	$ 30,400,000	REAL
WEISZ THOMAS J	$ 344,810	$ 267,500	REAL
WF AGAVE IRVING LLC	$ 2,297,870	$ 2,106,380	REAL
WF AGAVE IRVING LLC	$ 9,702,130	$ 8,893,620	REAL
WINGREN VILLAGE LP	$ 23,000,000	$ 20,500,000	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,530	REAL
WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL
WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,530	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WINKLE PIONEER COURT LTD	$ 193,230	$ 127,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,530	REAL
WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL

WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL
WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL
WINKLE PIONEER COURT LTD	$ 110,770	$ 73,200	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,530	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WINKLE PIONEER COURT LTD	$ 193,230	$ 127,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,600	REAL
WINKLE PIONEER COURT LTD	$ 194,560	$ 128,600	REAL
WINKLE PIONEER COURT LTD	$ 191,710	$ 126,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WINKLE PIONEER COURT LTD	$ 193,230	$ 127,650	REAL
WINKLE PIONEER COURT LTD	$ 193,420	$ 127,780	REAL
WOODSHIRE MHC LLC	$ 3,537,640	$ 3,000,000	REAL
WOODSHIRE MHC LLC	$ 7,783,750	$ 6,900,000	REAL
WOODSHIRE MHC LLC	$ 7,565,350	$ 6,750,000	REAL
WOODWIND APARTMENTS LLC	$ 7,850,000	$ 6,800,000	REAL
WW MHP INVESTMENTS LLC	$ 2,385,000	$ 2,220,000	REAL
WWC LXXI LP	$ 28,000,000	$ 26,000,000	REAL
WWC XLII LP	$ 36,624,920	$ 32,500,000	REAL
WWC XLII LP	$ 36,625,080	$ 32,500,000	REAL
Z920 THIRD STREET LLC	$ 5,700,000	$ 4,700,000	REAL
ZACHARY SADEGHIAN	$ 168,250	$ 112,200	REAL
ZACHARY SADEGHIAN	$ 6,470	$ 6,470	REAL
ZACHARY SADEGHIAN	$ 4,680	$ 4,680	REAL
ZACHARY SADEGHIAN	$ 1,020	$ 1,020	REAL
ZACHARY SADEGHIAN	$ 23,940	$ 23,940	REAL
ZACHARY SADEGHIAN	$ 23,700	$ 23,700	REAL
ZACHARY SADEGHIAN	$ 7,000	$ 7,000	REAL
ZACHARY SADEGHIAN	$ 3,100	$ 3,100	REAL
ZACHARY SADEGHIAN	$ 6,380	$ 6,380	REAL
ZACHARY SADEGHIAN	$ 6,380	$ 6,380	REAL
ZACHARY SADEGHIAN	$ 105,740	$ 105,740	REAL
ZACHARY SADEGHIAN	$ 1,370	$ 1,370	REAL
ZACHARY SADEGHIAN	$ 183,740	$ 183,740	REAL
ZANDER PARK BORROWER DE LLC	$ 22,950,000	$ 19,500,000	REAL
TOTAL	$ 7,258,408,120	$ 6,534,283,004	

2023 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
COP ENTERPRISES LLC	$	99,280	REAL
COP ENTERPRISES LLC	$	99,280	REAL
COP ENTERPRISES LLC	$	89,380	REAL
COP ENTERPRISES LLC	$	99,280	REAL
COP ENTERPRISES LLC	$	217,000	REAL
COP ENTERPRISES LLC	$	391,800	REAL
SURTI LEUVA PATIDAR SAMAJ OF DFW	$	1,050,270	REAL
SURTI LUEVA PATIDAR SAMAJ OF DFW	$	16,309,590	REAL
TOTAL	$	18,355,880	

2023 SETTLED LAWSUITS

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
1111 TDS APARTMENTS LLC	$ 26,800,000	$ 24,000,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 4,784,000	$ 4,000,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 504,590	$ 504,590	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 6,916,000	$ 5,800,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 3,869,230	$ 3,545,410	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 14,560,000	$ 11,950,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 11,960,000	$ 9,425,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 6,500,000	$ 5,100,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 10,036,000	$ 8,500,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 2,652,000	$ 2,390,000	REAL
161 AIRPORT CORPORATE LLC	$ 11,412,000	$ 9,800,000	REAL
1927 BELTLINE CP LTD	$ 2,550,000	$ 2,000,000	REAL
1927 EAST BELTLINE RD LLC	$ 781,220	$ 685,000	REAL
1929 GRAUWYLER LLC	$ 12,560,000	$ 12,300,000	REAL
2010 KINWES LLC	$ 6,300,000	$ 4,500,000	REAL
2200 WEST ROCHELLE LLC	$ 8,000,000	$ 6,050,000	REAL
2200 WEST ROCHELLE LLC	$ 8,000,000	$ 6,050,000	REAL
2325 STEMMONS HOTEL PRTNRS LLC	$ 9,675,000	$ 8,500,000	REAL
250 290 B&C LLC	$ 36,256,000	$ 34,191,000	REAL
250 290 B&C LLC	$ 18,116,650	$ 17,086,000	REAL
250 290 B&C LLC	$ 20,383,000	$ 19,223,000	REAL
2700 TRINITY SPE LLC	$ 9,936,000	$ 8,900,000	REAL
2929 PARK GROVE VNTRE LTD	$ 20,305,000	$ 18,740,000	REAL
2929 PARK GROVE VNTRE LTD	$ 1,260,000	$ 1,260,000	REAL
3228 WILLOW LLC	$ 17,700,000	$ 16,800,000	REAL
3429 WEST ROCHELLE LLC	$ 19,950,000	$ 18,300,000	REAL
4303 MARPOSA DRIVE	$ 9,500,000	$ 8,000,000	REAL
4409 MONTROSE LTD	$ 25,160,790	$ 24,000,000	REAL
4444 IRVING BLVD LP	$ 4,533,400	$ 4,150,000	REAL
4525 W PIONEER DR PROPERTY	$ 32,000,000	$ 29,000,000	REAL
500 EJC OFFICE OWNER LLC	$ 29,000,000	$ 27,600,000	REAL
600 LAS COLINAS OWNER LLC	$ 74,500,000	$ 67,700,000	REAL
7918 FERGUSON LLC	$ 2,000,000	$ 1,900,000	REAL
7929 BROOKRIVER SUB LLC	$ 74,500,000	$ 66,500,000	REAL
7929 BROOKRIVER SUB LLC	$ 9,868,000	$ 9,200,000	REAL
850 LAKE CAROLYN PKWY APARTMENTS INV	$ 60,000,000	$ 56,000,000	REAL
89 H A S HOTEL CORP	$ 1,585,000	$ 1,400,000	REAL
AARON HOLDINGS LLC	$ 1,742,810	$ 1,742,810	REAL
ABF FREIGHT SYSTEM INC	$ 8,351,000	$ 7,350,000	REAL
ABRAHAM ALVIN V	$ 2,482,020	$ 2,482,020	REAL

ABRAHAM SAJI PROPERTIES LLC	$ 520,780	$ 520,780	REAL
ABRAHAM SAJI PROPERTIES LLC	$ 240,000	$ 200,000	REAL
ACI REAL ESTATE SPE 155 LLC	$ 5,995,000	$ 5,441,000	REAL
AGAP GARLAND LLC	$ 6,487,500	$ 6,100,000	REAL
AGAS VENTURES LLC	$ 243,120	$ 190,710	REAL
AGAS VENTURES LLC	$ 231,570	$ 213,010	REAL
AGAS VENTURES LLC	$ 187,240	$ 172,230	REAL
AGAS VENTURES LLC	$ 172,970	$ 159,110	REAL
AGAS VENTURES LLC	$ 213,650	$ 196,530	REAL
AGAS VENTURES LLC	$ 215,000	$ 146,690	REAL
AGAS VENTURES LLC	$ 184,300	$ 169,530	REAL
AGAS VENTURES LLC	$ 198,900	$ 182,960	REAL
AGAS VENTURES LLC	$ 188,670	$ 173,550	REAL
AGAS VENTURES LLC	$ 216,590	$ 199,230	REAL
AGAS VENTURES LLC	$ 243,150	$ 223,660	REAL
AGAS VENTURES LLC	$ 203,490	$ 187,180	REAL
AGAS VENTURES LLC	$ 165,670	$ 152,390	REAL
AGAS VENTURES LLC	$ 176,710	$ 162,550	REAL
AGAS VENTURES LLC	$ 169,300	$ 155,730	REAL
AGAS VENTURES LLC	$ 182,780	$ 168,130	REAL
AGAS VENTURES LLC	$ 185,370	$ 170,520	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 65,363,100	$ 56,342,380	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 9,609,430	$ 8,283,240	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 63,795,210	$ 56,000,670	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 114,122,260	$ 99,373,710	REAL
AIGGRE TX HOTEL LAS COLINAS OWNER	$ 12,475,000	$ 11,400,000	REAL
ALC APARTMENTS LLC	$ 59,600,000	$ 54,000,000	REAL
ALESIO GARDEN &	$ 143,500,000	$ 121,250,000	REAL
ANGEL HOSPITALITY VIII LLC	$ 1,200,000	$ 1,200,000	REAL
APO IRVING LLC	$ 7,578,880	$ 5,750,000	REAL
AREA/EY WFT LLC	$ 10,680,520	$ 9,257,300	REAL
ASHDOW DIALYSIS LLC	$ 2,250,000	$ 2,025,000	REAL
AUTOZONE TEXAS LP	$ 603,390	$ 518,910	PERSONAL
AUTOZONE TEXAS LP	$ 657,110	$ 565,110	PERSONAL
AUTOZONE TEXAS LP	$ 540,910	$ 465,180	PERSONAL
AUTOZONE TEXAS LP	$ 597,180	$ 513,570	PERSONAL
AUTOZONE TEXAS LP	$ 538,310	$ 462,950	PERSONAL
AUTOZONE TEXAS LP	$ 2,242,010	$ 1,838,450	PERSONAL
BELL STACY GREETHUM TRUST THE	$ 996,500	$ 950,000	REAL
BELTLINE & GRANDE LTD PS	$ 13,000,000	$ 11,100,000	REAL
BELTLINE VILLAGE PARTNERS	$ 8,208,300	$ 7,250,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 3,365,260	$ 2,800,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 734,740	$ 700,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 7,900,000	$ 6,500,000	REAL
BEST BUY STORES LP	$ 2,300,440	$ 1,932,370	PERSONAL
BETTER INC	$ 2,835,100	$ 2,500,000	REAL
BHP INVESTENTS CO	$ 4,425,000	$ 4,000,000	REAL
BIO WORLD MERCHANDISING INC	$ 14,439,440	$ 13,900,000	PERSONAL
BLVD AL LP THE	$ 1,778,910	$ 1,705,000	REAL

BMGREI ESTERS LLC	$ 12,065,630	$ 11,362,500	REAL
BMGREI ESTERS LLC	$ 30,834,370	$ 29,037,500	REAL
BMGREI METKER LLC	$ 9,988,000	$ 8,000,000	REAL
BRE KNIGHT SH TX OWNER LLC	$ 4,100,000	$ 3,700,000	REAL
BREIT INDUSTRIAL CANYON TX	$ 115,390	$ 115,390	REAL
BROWN COLINAS POINTE LLC	$ 20,000,000	$ 18,000,000	REAL
BUDHWANI & VIRANI INC	$ 5,060,000	$ 4,543,000	REAL
CAD ASSETS LLC	$ 3,600,000	$ 3,200,000	REAL
CANAL CENTR INVESTORS LLC	$ 35,000,000	$ 32,500,000	REAL
CANTEX GRAUWYLER LLC	$ 2,299,100	$ 2,299,100	REAL
CANTEX GRAUWYLER LLC	$ 12,585,630	$ 10,500,000	REAL
CARMAX AUTO SUPERSTORES	$ 11,741,010	$ 9,474,630	REAL
CARMAX AUTO SUPERSTORES	$ 1,025,370	$ 1,025,370	REAL
CAROLYN PROPERTY OWNER LP	$ 73,000,000	$ 63,800,000	REAL
CASCADE DALLAS OPERATING LLC	$ 9,500,000	$ 8,000,000	REAL
CAVADIAN PROPERTIES LLC	$ 306,370	$ 251,190	REAL
CCP MILLBROOK 1678 LLC	$ 5,200,000	$ 4,950,000	REAL
CFT NV DEVELOPMENTS LLC	$ 1,221,130	$ 1,100,000	REAL
CHALET APARTMENTS LLC	$ 27,600,000	$ 25,500,000	REAL
CHATHEAU AT WILDBRIAR LP	$ 17,000,000	$ 12,500,000	REAL
CHICK FIL A INC	$ 847,050	$ 762,350	PERSONAL
CHICK FIL A INC	$ 951,620	$ 886,210	REAL
CNC SPC LP	$ 8,489,220	$ 8,489,220	REAL
CNC SPC LP	$ 16,760,780	$ 16,760,780	REAL
COLE CV DUNCANVILLE TX LP	$ 1,900,000	$ 1,843,000	REAL
COLE CV DUNCANVILLE TX LP	$ 2,388,750	$ 2,108,000	REAL
COLE CV DUNCANVILLE TX LP	$ 1,902,900	$ 1,902,900	REAL
COLINAS RANCH APARTMENTS LLC	$ 19,850,000	$ 14,000,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 4,975,700	$ 4,332,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 1,693,850	$ 1,475,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 5,081,560	$ 4,425,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 7,198,880	$ 6,268,000	REAL
COLUMBIA PROPERTIES	$ 45,500,000	$ 39,000,000	REAL
CORSAIR IRVING OWNER LLC	$ 29,000,000	$ 25,000,000	REAL
COTTONWOOD LANE PROPERTIES LLC	$ 8,985,260	$ 8,500,000	REAL
CP 511 BUILDING LLC	$ 22,500,000	$ 18,500,000	REAL
CREEKWOOD APTS LLC	$ 26,646,920	$ 24,000,000	REAL
CRESTVIEW STONEHILL LLC	$ 28,000,000	$ 25,500,000	REAL
CROSS COURT TEXAS LLC	$ 1,260,000	$ 1,225,000	REAL
DALLAS FT WORTH PARTNERS LLC	$ 1,933,020	$ 1,933,020	REAL
DALLAS FT WORTH PARTNERS LLC	$ 4,027,410	$ 4,027,410	REAL
DALLAS FT WORTH PARTNERS LLC	$ 2,247,150	$ 2,247,150	REAL
DALLAS METRO APARTMENTS LLC	$ 5,500,000	$ 5,000,000	REAL
DAYTON HUDSON CORP	$ 5,715,000	$ 5,599,000	REAL
DELUJO EL MOROCCO LLC	$ 13,300,000	$ 11,900,000	REAL
DEVA CORPORATION	$ 6,050,000	$ 5,700,000	REAL
DFW AIRPORT HOSPITALITY	$ 9,900,000	$ 8,400,000	REAL
DILLARDS TEXAS CENTRAL LLC	$ 2,271,100	$ 1,953,140	PERSONAL
DK CREST OWNER LLC	$ 69,500,000	$ 65,450,000	REAL

DLC HOTEL OWNER LLC	$ 950,610	$ 950,610	REAL
DLC HOTEL OWNER LLC	$ 73,678,650	$ 70,178,650	REAL
DLC HOTEL OWNER LLC	$ 370,740	$ 370,740	REAL
DOGWOOD PROPCO TX II LP	$ 12,343,360	$ 10,000,000	REAL
DRIVER RE IRVING LLC	$ 466,610	$ 400,000	REAL
DSJR LLC	$ 7,950,000	$ 7,300,000	REAL
EAGLE CREST BORROWER LLC	$ 33,602,680	$ 31,281,250	REAL
EAGLE CREST BORROWER LLC	$ 24,297,320	$ 22,618,750	REAL
EL PRIMERO EXPRESS LP	$ 4,750,000	$ 4,150,000	REAL
EMERALD POINT APARTMENTS	$ 5,770	$ 5,770	REAL
EMERALD POINT APARTMENTS	$ 7,552,710	$ 6,744,230	REAL
EPC WESTGATE LLC	$ 5,586,600	$ 4,842,000	REAL
EPC WESTGATE LLC	$ 6,085,400	$ 5,274,000	REAL
EPC WESTGATE LLC	$ 29,440,000	$ 27,666,000	REAL
EPC WESTGATE LLC	$ 12,788,000	$ 12,018,000	REAL
ESD DFW SOUTH 2011 LP	$ 28,000,000	$ 21,500,000	REAL
ESTRADA 180 LLC	$ 19,500,000	$ 16,250,000	REAL
ESTRADA LUXURY APARTMENTS LLC	$ 27,000,000	$ 25,000,000	REAL
ESTRADA REVO LLC &	$ 33,800,000	$ 28,900,000	REAL
FIVF III TX2 LLC	$ 13,000,000	$ 10,750,000	REAL
FREEWAY LLC	$ 21,388,460	$ 16,000,000	REAL
GEP SILVERTON LLC	$ 31,876,800	$ 27,000,000	REAL
GL MARBLETREE LLC	$ 33,675,000	$ 30,750,000	REAL
GL MARBLETREE LLC	$ 11,225,000	$ 10,250,000	REAL
GLENRIDGE HOSPITALITY LP	$ 10,389,870	$ 9,127,380	REAL
GLENRIDGE HOSPITALITY LP	$ 310,140	$ 310,140	REAL
GLENRIDGE HOSPITALITY LP	$ 13,750,000	$ 12,400,000	REAL
GRANITE CIMARRON MEADOWS LLC	$ 9,639,510	$ 7,595,000	REAL
GREENWAY RESTAURANT	$ 9,975,000	$ 8,500,000	REAL
GROUP 1 REALTY INC	$ 3,500,000	$ 3,250,000	REAL
H&B DEVELOPMENT AND	$ 825,000	$ 775,000	REAL
HCD DALLAS CORPORATION	$ 49,990,000	$ 39,200,000	REAL
HCD DALLAS CORPORATION	$ 810,000	$ 800,000	REAL
HD DEVELOPMENT PPTIES LP	$ 5,350,000	$ 5,250,000	REAL
HERNANDEZ GABRIEL &	$ 682,530	$ 682,530	REAL
HERNANDEZ GABRIEL &	$ 1,293,060	$ 1,293,060	REAL
HERNANDEZ GABRIEL &	$ 249,080	$ 249,080	REAL
HERNANDEZ GABRIEL &	$ 243,580	$ 243,580	REAL
HERNANDEZ GABRIEL &	$ 243,940	$ 243,940	REAL
HERNANDEZ GABRIEL &	$ 250,000	$ 250,000	REAL
HERNANDEZ GABRIEL &	$ 215,280	$ 215,280	REAL
HERNANDEZ GABRIEL &	$ 227,230	$ 227,230	REAL
HERNANDEZ GABRIEL &	$ 259,770	$ 259,770	REAL
HERNANDEZ GABRIEL &	$ 254,130	$ 254,130	REAL
HERNANDEZ GABRIEL &	$ 258,050	$ 258,050	REAL
HERNANDEZ GABRIEL &	$ 249,110	$ 249,110	REAL
HERNANDEZ GABRIEL &	$ 258,250	$ 258,250	REAL
HERNANDEZ GABRIEL &	$ 245,830	$ 245,830	REAL
HERNANDEZ GABRIEL &	$ 324,820	$ 324,820	REAL

HERNANDEZ GABRIEL &	$ 329,410	$ 329,410	REAL
HERNANDEZ GABRIEL &	$ 711,180	$ 711,180	REAL
HERNANDEZ GABRIEL &	$ 765,660	$ 765,660	REAL
HERNANDEZ GABRIEL &	$ 175,000	$ 175,000	REAL
HERNANDEZ GABRIEL &	$ 234,910	$ 234,910	REAL
HERNANDEZ GABRIEL &	$ 145,000	$ 145,000	REAL
HERNANDEZ GABRIEL &	$ 204,620	$ 204,620	REAL
HERNANDEZ GABRIEL &	$ 256,960	$ 256,960	REAL
HERNANDEZ GABRIEL &	$ 225,180	$ 225,180	REAL
HERNANDEZ GABRIEL &	$ 226,390	$ 226,390	REAL
HERNANDEZ GABRIEL &	$ 248,920	$ 248,920	REAL
HERNANDEZ GABRIEL &	$ 264,060	$ 264,060	REAL
HIGHLAND CREST LTD	$ 25,000,000	$ 23,700,000	REAL
HILLTOPPER APARTMENTS IRVING LLC	$ 7,418,230	$ 6,250,000	REAL
HKRK MGMT INC	$ 3,725,000	$ 3,425,000	REAL
HKSKN MANAGERS 1 LTD	$ 3,750,000	$ 3,400,000	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL

IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IMT CAPITAL III LAKESHORE LOFTS LP	$ 69,000,000	$ 63,100,000	REAL
IRBY LANE ASSOCIATES LTD	$ 24,000,000	$ 20,900,000	REAL
IRVING 4600 WEST PIONEER	$ 46,250,000	$ 37,600,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 155,560	$ 116,670	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 901,740	$ 676,300	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 167,260	$ 125,450	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 512,000	$ 405,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 1,656,610	$ 1,539,580	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 264,000	$ 223,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 250,000	$ 213,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 244,000	$ 195,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 192,000	$ 175,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 182,000	$ 165,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 1,563,000	$ 1,370,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 483,000	$ 400,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 449,000	$ 386,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 128,000	$ 110,000	REAL
IRVING 5 STAR MANAGEMENT LLC	$ 2,451,720	$ 1,900,000	REAL
IRVING BRITAIN WAY APRARTMENTS LP	$ 8,666,670	$ 7,600,000	REAL
IRVING BRITAIN WAY APRARTMENTS LP	$ 4,333,330	$ 3,800,000	REAL
IRVING BUS PROPERTIES LLC	$ 2,251,350	$ 1,950,000	REAL
IRVING LODGING LLC	$ 9,300,000	$ 7,743,000	REAL
ISA HOSPITALITY INC	$ 2,525,000	$ 2,300,000	REAL
JAHCO FAIR OAKS LP	$ 7,750,000	$ 6,950,000	REAL
JARS BRITTANY 169 LLC	$ 12,600,000	$ 11,300,000	REAL
JARS HEIGHTS 79 LLC	$ 1,490,510	$ 1,329,120	REAL
JARS HEIGHTS 79 LLC	$ 2,384,810	$ 2,126,580	REAL
JARS HEIGHTS 79 LLC	$ 3,974,680	$ 3,544,300	REAL

JB DALLAS LLC	$ 2,475,000	$ 2,400,000	REAL
JDFW II LLC	$ 89,000,000	$ 80,500,000	REAL
JDFW LLC	$ 60,500,000	$ 57,200,000	REAL
JORDAN KATZ AVALON LLC	$ 32,500,000	$ 29,800,000	REAL
KARAN ASSOCIATES TWO	$ 1,500,000	$ 1,262,610	REAL
KARAN ASSOCIATES TWO	$ 1,600,000	$ 1,337,390	REAL
KORE 125 JOHN CARPENTER LLC	$ 75,650,000	$ 71,900,000	REAL
KROGER TEXAS LP	$ 4,100,000	$ 4,077,580	REAL
KROGER TEXAS LP	$ 1,575,000	$ 1,540,130	REAL
KROGER TEXAS LP	$ 11,680,630	$ 11,245,270	REAL
KROGER TEXAS LP	$ 1,800,000	$ 1,781,520	REAL
KROGER TEXAS LP	$ 960,000	$ 950,260	REAL
LADERA RANCH LLC	$ 29,750,000	$ 27,160,000	REAL
LAKE FOREST VALLEY HOLDINGS LLC	$ 4,485,530	$ 4,169,060	REAL
LAKE FOREST VALLEY HOLDINGS LLC	$ 6,291,390	$ 5,630,940	REAL
LAKE WORTH HOTEL CORP	$ 3,750,000	$ 3,300,000	REAL
LAS COLINAS I HOLDCO LP	$ 107,334,180	$ 100,000,000	REAL
LAS COLINAS II HOLDCO LP	$ 57,665,820	$ 53,800,000	REAL
LBH LAS COLINAS PLAZA LLC	$ 26,300,000	$ 25,000,000	REAL
LEGACY REI GROUP SA LLC	$ 13,673,510	$ 12,130,000	REAL
LEGACY REI GROUP SA LLC	$ 4,926,490	$ 4,370,000	REAL
LION NORTHGATE LLC &	$ 24,000,000	$ 22,000,000	REAL
LION TRINITY LLC	$ 61,000,000	$ 54,000,000	REAL
LION WOODCHASE CLARENDON LLC	$ 23,232,000	$ 21,293,230	REAL
LION WOODCHASE CLARENDON LLC	$ 8,954,000	$ 8,206,770	REAL
LOONEY FAMILY 2014 TRUST THE	$ 2,217,330	$ 1,600,000	REAL
LOONEY FAMILY 2014 TRUST THE	$ 1,073,070	$ 700,000	REAL
LOOP HOTEL INC	$ 1,085,000	$ 950,000	REAL
LOWEN TRINITY MILLS	$ 12,375,000	$ 10,500,000	REAL
LOWEN TRINITY MILLS	$ 197,830	$ 197,830	REAL
LOWES HOME CENTERS INC	$ 7,200,000	$ 7,000,000	REAL
LPD REALTY LLC	$ 19,000,000	$ 17,000,000	REAL
LRF2 TOWNE NORTH	$ 10,680,000	$ 9,275,000	REAL
LRF2 TOWNE NORTH	$ 4,920,000	$ 4,475,000	REAL
MA LEG PARTNERS 6	$ 205,000	$ 183,690	REAL
MA LEG PARTNERS 6	$ 133,470	$ 133,200	REAL
MAA ALLOY LLC	$ 66,700,000	$ 55,500,000	REAL
MACARTHUR PLACE	$ 29,346,150	$ 27,878,840	REAL
MACARTHUR PLACE	$ 25,153,850	$ 23,896,160	REAL
MALL GROUND PORTFOLIO LLC	$ 41,500,000	$ 21,005,140	REAL
MALL GROUND PORTFOLIO LLC	$ 2,050,000	$ 1,600,000	REAL
MALL GROUND PORTFOLIO LLC	$ 4,850,000	$ 3,900,000	REAL
MALL GROUND PORTFOLIO LLC	$ 193,440	$ 193,440	REAL
MALL GROUND PORTFOLIO LLC	$ 1,301,420	$ 1,301,420	REAL
MARABELLA APRARTMENTS II	$ 30,651,570	$ 28,337,350	REAL
MARABELLA APRARTMENTS II	$ 34,248,430	$ 31,662,650	REAL
MARS ROCHELLE LLC &	$ 5,550,000	$ 5,120,000	REAL
MCDAVID IRVING HON LLC	$ 3,600,000	$ 2,430,000	REAL
MCDAVID IRVING HON LLC	$ 51,860	$ 51,860	REAL

MCDAVID IRVING HON LLC	$ 2,800,000	$ 2,115,000	REAL
MCDAVID IRVING HON LLC	$ 4,525,000	$ 3,378,000	REAL
MCDAVID IRVING HON LLC	$ 6,725,000	$ 4,945,000	REAL
MEADOW CREEK RANCH MHC LLC	$ 6,227,770	$ 4,950,000	REAL
MEADOW CREEK RANCH MHC LLC	$ 3,115,880	$ 2,900,000	REAL
MEADOW OAKS HOLDINGS LP	$ 10,483,800	$ 10,483,800	REAL
MFO PPTIES LTD	$ 1,500,000	$ 1,500,000	REAL
MM COURTYARDS LLC	$ 19,500,000	$ 18,000,000	REAL
MONTEGO BAY LLC	$ 5,165,990	$ 4,600,000	REAL
MONTERRA APARTMENTS LP	$ 47,850,000	$ 44,877,000	REAL
MONTERRA APARTMENTS LP	$ 47,850,000	$ 47,850,000	REAL
MPG TEXAS 1 LLC	$ 14,650,000	$ 12,400,000	REAL
NEPTUNE VENTURES LLC	$ 300,000	$ 280,000	REAL
NEPTUNE VENTURES LLC	$ 237,560	$ 225,000	REAL
NEPTUNE VENTURES LLC	$ 283,950	$ 270,000	REAL
NEPTUNE VENTURES LLC	$ 317,940	$ 300,000	REAL
NEWPORT APARTMENTS PROPERTY OWNER L	$ 33,000,000	$ 24,000,000	REAL
NL ASSETS LANDEN DE LLC	$ 17,160,000	$ 16,000,000	REAL
NLP TEXAS ONE LLC	$ 62,687,840	$ 46,500,000	REAL
NLP TEXAS ONE LLC	$ 58,900,000	$ 56,000,000	REAL
NORTH TEXAS FAMILY	$ 11,750,000	$ 11,000,000	REAL
NORTHGATE CONSOLIDATED	$ 4,937,900	$ 4,600,000	REAL
NORTHWEST PARK ASSOC	$ 7,480,470	$ 6,699,250	REAL
NORTHWEST PARK ASSOC	$ 11,669,530	$ 10,450,750	REAL
OAKWAY MANOR LLC	$ 6,540,170	$ 5,700,000	REAL
OBSIDIAN SUMMER GATE OWNER	$ 20,350,000	$ 18,000,000	REAL
OMNINET FOXBOROUGH LP	$ 33,244,440	$ 28,373,330	REAL
OMNINET FOXBOROUGH LP	$ 13,505,560	$ 11,526,670	REAL
P LURA LLC	$ 940,000	$ 900,000	REAL
PAR CAPITAL 122 WEST LLC	$ 27,800,000	$ 26,500,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 68,898,000	$ 63,400,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 42,850,000	$ 39,348,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 4,752,000	$ 4,752,000	REAL
PARRISH MICHAEL R & ANGELA R	$ 1,591,500	$ 1,475,000	REAL
PATEL MADAN &	$ 1,157,240	$ 1,050,000	REAL
PBH VALLEY CREEK LLC	$ 48,950,000	$ 45,900,000	REAL
PBH VALLEY RIDGE LLC	$ 51,000,000	$ 48,000,000	REAL
PERFECT & COMFORT LIVING LLC	$ 4,000,000	$ 3,600,000	REAL
PERFECT AND MODERN TEAM LLC	$ 3,250,000	$ 3,000,000	REAL
PETCO ANIMAL SUPPLIES INC	$ 376,310	$ 331,150	REAL
PH IRVING LLC	$ 3,850,000	$ 3,550,000	PERSONAL
PL LASCO OWNER LLC	$ 88,250,000	$ 84,000,000	REAL
POLO SANTIAGO	$ 6,970,000	$ 6,375,000	REAL
PPF AMLI 1050 LAKE CAROLYN PARKWAY LLC	$ 63,500,000	$ 59,500,000	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$ 96,675,000	$ 84,000,000	REAL
PRIME US TOWER AT LAKE CAROLYN	$ 66,950,000	$ 61,900,000	REAL
PROMENADE TX PARTNERS LLC	$ 73,000,000	$ 67,000,000	REAL
PROPERTY RESERVE INC	$ 72,972,820	$ 68,472,820	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$ 47,000,000	$ 32,500,000	REAL

PS LPT PROPERTIES INVESTORS	$ 3,404,010	$ 3,000,000	REAL
PS TEXAS HOLDINGS II LTD	$ 5,483,000	$ 5,250,000	REAL
PS TEXAS HOLDINGS II LTD	$ 5,712,750	$ 5,550,000	REAL
RAIBLE PLACE APARTMENTS LLC	$ 16,995,000	$ 14,450,000	REAL
RAMSEY LUTHER H	$ 1,612,000	$ 1,500,000	REAL
RAMSEY LUTHER HAROLD	$ 812,800	$ 750,000	REAL
REGAL BUSINESS CENTER LLC	$ 13,963,750	$ 13,963,750	REAL
REGAL BUSINESS CENTER LLC	$ 7,568,690	$ 7,000,000	REAL
RESIDENCE AT SURROUND	$ 36,300,000	$ 34,500,000	REAL
RESIDENCES NORTHGATE LLC	$ 45,270,000	$ 32,500,000	REAL
RICKY HOSPITALITY LLC	$ 1,770,000	$ 1,650,000	REAL
ROCHELLE PLACE LP	$ 11,100,000	$ 9,085,000	REAL
ROCK ISLAND IRVING LLC	$ 17,000,000	$ 15,700,000	REAL
ROSEMONT SUMMIT OPERATING LLC	$ 63,250,000	$ 55,000,000	REAL
RSP RIDGEVIEW PLACE	$ 30,833,330	$ 29,266,660	REAL
RSP RIDGEVIEW PLACE	$ 15,416,670	$ 14,633,340	REAL
SAIBABA DFW LODGING LLC	$ 4,845,000	$ 4,845,000	REAL
SANCHEZ THOMAS C	$ 346,500	$ 325,000	REAL
SANDLIAN COLBY B &	$ 3,202,500	$ 3,100,000	REAL
SAVOY DALLAS HOTELS LLC	$ 8,700,000	$ 7,200,000	REAL
SCP 2002D 4 LLC	$ 2,062,510	$ 2,018,000	REAL
SCP 2002D 4 LLC	$ 124,800	$ 124,800	REAL
SEDONA PARK APARTMENTS LLC	$ 36,200,000	$ 26,150,000	REAL
SEJ PROPERTIES LP	$ 650,540	$ 640,000	REAL
SEJ PROPERTIES LP	$ 8,304,220	$ 7,800,000	REAL
SEJ PROPERTIES LP	$ 4,100,000	$ 4,100,000	REAL
SEJ PROPERTIES LP	$ 2,465,840	$ 2,400,000	REAL
SEJ PROPERTIES LP	$ 2,273,550	$ 1,500,000	REAL
SEJ PROPERTIES LP	$ 1,850,000	$ 1,250,000	REAL
SEJ PROPERTIES LP	$ 1,010,670	$ 650,000	REAL
SFS PROPERTIES LLC	$ 4,169,180	$ 3,950,000	REAL
SOUTHERN STAR LAS COLINAS LP	$ 15,400,000	$ 13,087,000	REAL
SPANISH HAVEN REDEVELOMENT	$ 13,000,000	$ 10,500,000	REAL
STAINBACK RAYMOND F JR	$ 4,580,000	$ 4,250,000	REAL
STARCORE CR	$ 19,850,000	$ 19,850,000	REAL
STARCREST TEXAS PPTIES	$ 6,975,000	$ 6,250,000	REAL
STATE BANK OF TEXAS	$ 2,245,000	$ 1,900,000	REAL
STATE BANK OF TEXAS	$ 9,626,240	$ 9,626,240	REAL
SUN LIFE INSURANCE CO OF CANADA	$ 37,950,000	$ 34,500,000	REAL
SYMONDS STEPHEN M	$ 1,634,180	$ 1,634,180	REAL
TERRA FUNDING-URBAN TOWERS LLC	$ 12,252,330	$ 12,252,330	REAL
TERRA FUNDING-URBAN TOWERS LLC	$ 145,247,670	$ 128,247,670	REAL
TERRY INVESTMENT PROPERTY 1	$ 1,710,000	$ 1,710,000	REAL
TEXAS FLORIDA CEDARS LP	$ 12,250,000	$ 11,050,000	REAL
TEXAS FOUR PPTIES LLC	$ 14,950,000	$ 12,500,000	REAL
TEXAS PARK MANOR LP	$ 10,920,000	$ 10,400,000	REAL
TEXAS SFI PARTNERSHIP 37 LTD	$ 41,440,000	$ 38,000,000	REAL
TMIF II BRIDGEPORT LP	$ 32,500,000	$ 29,800,000	REAL
TNP IRVING SQUARE DST	$ 2,750,000	$ 2,750,000	REAL

TOURO ASHER PARK DE LLC	$ 30,500,000	$ 28,440,000	REAL
TOURO RUSTIC RIDGE DE LLC	$ 22,900,000	$ 18,400,000	REAL
TOYOTA OF IRVING LTD	$ 630,000	$ 625,000	REAL
TOYOTA OF IRVING LTD	$ 14,500,000	$ 11,175,000	REAL
TP APARTMENTS LLC	$ 7,313,790	$ 6,227,500	REAL
TP APARTMENTS LLC	$ 2,786,210	$ 2,372,500	REAL
TR ATRIUM LP	$ 16,342,630	$ 13,900,000	REAL
TR ATRIUM LP	$ 8,300,000	$ 7,600,000	REAL
TUP CARPENTER COURT LP	$ 11,250,000	$ 8,900,000	REAL
TSCA 222 LIMITED PS	$ 5,625,000	$ 5,000,000	REAL
TX 2800 VALLEY VIEW LN DE LLC	$ 21,542,090	$ 20,250,000	REAL
UNITED RENTALS AS LESSEE	$ 4,897,250	$ 4,150,000	REAL
USAA REAL ESTATE CO	$ 296,390	$ 296,390	REAL
USAA REAL ESTATE CO	$ 502,500	$ 502,500	REAL
USAA REAL ESTATE CO	$ 5,519,970	$ 5,478,000	REAL
USAA REAL ESTATE CO	$ 10,900,000	$ 950,610	REAL
USAA REAL ESTATE CO	$ 200	$ 200	REAL
USAA REAL ESTATE CO	$ 3,120	$ 3,120	REAL
USAA REAL ESTATE CO	$ 1,770	$ 1,770	REAL
USAA REAL ESTATE CO	$ 115,460	$ 115,460	REAL
USAA REAL ESTATE CO	$ 15,000,000	$ 10,500,000	REAL
USAA REAL ESTATE CO	$ 1,822,730	$ 1,822,730	REAL
VBAPT LLC	$ 17,250,000	$ 15,250,000	REAL
VELAZQUEZ CELIA &	$ 1,641,600	$ 1,425,000	REAL
VILLAGE ON WEST IRVING LLC	$ 11,000,000	$ 8,830,000	REAL
VILLAS ESTANCIA APARTMENTS LLC	$ 23,000,000	$ 19,778,270	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 2,445,500	$ 2,295,070	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 1,467,560	$ 1,377,300	REAL
WALGREEN CO AS OWNER AND LESSEE	$ 3,994,340	$ 2,325,000	REAL
WALMART REAL ESTATE	$ 10,967,000	$ 10,967,000	REAL
WALNUT HLL TX PARTNERS LLC	$ 73,500,000	$ 62,000,000	REAL
WATER STREET OCONNOR LP	$ 2,247,370	$ 2,247,370	REAL
WATER STREET OCONNOR LP	$ 108,000,000	$ 101,500,000	REAL
WESTDALE BROOKSTONE/TERRACE LP	$ 20,000,000	$ 16,838,800	REAL
WESTDALE BROOKSTONE/TERRACE LP	$ 26,000,000	$ 22,321,200	REAL
WESTDALE LAKERIDGE LTD	$ 20,500,000	$ 18,000,000	REAL
WESTDALE POLARIS PARTNERS	$ 18,650,000	$ 16,425,000	REAL
WESTDALE POLARIS PARTNERS	$ 6,250,000	$ 5,600,000	REAL
WESTDALE PPTIES AMERICA I	$ 22,250,000	$ 19,500,000	REAL
WESTDALE WOODMEADE LTD	$ 32,250,000	$ 26,600,000	REAL
WF AGAVE IRVING LLC	$ 8,765,000	$ 7,912,080	REAL
WF AGAVE IRVING LLC	$ 2,313,000	$ 2,087,920	REAL
WINGREN VILLAGE LP	$ 20,500,000	$ 18,400,000	REAL
WOODSHIRE MHC LLC	$ 75,000	$ 75,000	REAL
WOODSHIRE MHC LLC	$ 75,000	$ 75,000	REAL
WOODSHIRE MHC LLC	$ 2,952,800	$ 2,535,260	REAL
WOODSHIRE MHC LLC	$ 6,581,230	$ 5,646,000	REAL
WOODSHIRE MHC LLC	$ 6,473,550	$ 5,646,000	REAL
WOODWIND APARTMENTS LLC	$ 6,750,000	$ 6,000,000	REAL

WWC LXXI LP	$ 26,500,000	$ 25,000,000	REAL
WWC XLII LP	$ 31,875,000	$ 29,750,000	REAL
WWC XLII LP	$ 31,875,000	$ 29,750,000	REAL
Z920 THIRD STREET LLC	$ 5,328,000	$ 4,365,000	REAL
ZANDER PARK BORROWER DE LLC	$ 21,300,000	$ 18,000,000	REAL
ZAPANTA ALBERT & UNITED STATES MEXICO	$ 716,430	$ 716,430	REAL
TOTAL	$ 6,319,416,650	$ 5,613,833,250	

2022 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
SURTI LEUVA PATIDAR SAMAJ OF DFW	$	1,050,270	REAL
TOTAL	$	1,050,270	

2022 SETTLED LAWSUITS

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
1031 NORTH STORY E 1 H LLC &	$ 4,400,000	$ 4,100,000	REAL
1111 TDS APARTMENTS LLC	$ 23,500,000	$ 19,500,000	REAL
1212 IRVING LLC	$ 11,000,000	$ 9,800,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 3,720,410	$ 3,400,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 14,000,000	$ 11,000,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 4,600,000	$ 3,670,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 2,550,000	$ 2,300,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 6,250,000	$ 4,650,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 9,650,000	$ 8,000,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 11,500,000	$ 8,800,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 6,650,000	$ 5,400,000	REAL
1500 EAST AIRPORT FREEWAY LLC	$ 504,590	$ 504,590	REAL
2010 KINWEST LLC	$ 6,175,000	$ 5,250,000	REAL
2325 STEMMONS HOTEL PTNRS LLC	$ 8,000,000	$ 7,750,000	REAL
250 290 B&C LLC	$ 34,530,280	$ 32,737,380	REAL
250 290 B&C LLC	$ 17,253,980	$ 16,358,110	REAL
250 290 B&C LLC	$ 19,412,450	$ 18,404,510	REAL
300 320 DECKER LLC	$ 9,868,100	$ 8,982,000	REAL
3228 WILLOW LLC	$ 16,416,000	$ 14,100,000	REAL
33-RENAL CENTER OF NORTH DALLAS	$ 2,100,000	$ 2,025,000	REAL
3801 NORTH BELT LINE ROAD	$ 17,750,000	$ 16,500,000	REAL
4303 MARIPOSA DRIVE	$ 8,455,000	$ 7,800,000	REAL
4409 MONTROSE LTD	$ 23,282,000	$ 21,000,000	REAL
4525 W PIONEER DR PROPERTY	$ 33,000,000	$ 27,000,000	REAL
500 EJC OFFICE OWNER LLC	$ 27,300,000	$ 25,100,000	REAL
600 LAS COLINAS OWNER LLC	$ 74,750,000	$ 72,400,000	REAL
692 LAKE CAROLYN PARKWAY	$ 58,760,000	$ 56,518,000	REAL
7918 FERGUSON LLC	$ 1,889,070	$ 1,850,000	REAL
850 LAKE CAROLYN PKWY APARTMENTS INC	$ 53,250,000	$ 50,500,000	REAL
89 H A S HOTEL CORP	$ 1,260,000	$ 1,150,000	REAL
AARON HOLDINGS LLC	$ 2,032,310	$ 1,742,810	REAL
AARON HOLDINGS LLC	$ 2,032,310	$ 2,032,310	REAL
ABF FREIGHT SYSTEMS INC	$ 7,000,000	$ 6,400,000	REAL
ABRAHAM ALVIN V	$ 2,987,630	$ 2,688,870	REAL
ADDISON HOTELS LP	$ 5,400,000	$ 4,950,000	REAL
AGAP GARLAND LLC	$ 6,985,000	$ 5,838,360	REAL
AGAS VENTURES LLC	$ 169,300	$ 151,640	REAL
AGAS VENTURES LLC	$ 182,780	$ 163,720	REAL
AGAS VENTURES LLC	$ 207,320	$ 185,700	REAL
AGAS VENTURES LLC	$ 185,370	$ 166,040	REAL
AGAS VENTURES LLC	$ 176,710	$ 158,280	REAL
AGAS VENTURES LLC	$ 231,570	$ 207,420	REAL
AGAS VENTURES LLC	$ 184,300	$ 165,080	REAL
AGAS VENTURES LLC	$ 198,900	$ 178,160	REAL
AGAS VENTURES LLC	$ 188,670	$ 168,990	REAL
AGAS VENTURES LLC	$ 216,590	$ 194,000	REAL
AGAS VENTURES LLC	$ 187,240	$ 167,710	REAL
AGAS VENTURES LLC	$ 172,970	$ 154,930	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
AGAS VENTURES LLC	$ 213,650	$ 191,370	REAL
AGAS VENTURES LLC	$ 159,470	$ 142,840	REAL
AGAS VENTURES LLC	$ 243,150	$ 217,790	REAL
AGAS VENTURES LLC	$ 203,490	$ 182,270	REAL
AGAS VENTURES LLC	$ 165,670	$ 148,390	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 108,705,190	$ 98,373,710	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 62,259,620	$ 56,342,380	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 9,153,170	$ 8,283,240	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 61,882,020	$ 56,000,670	REAL
AIGGRE TX HOTEL LAS COLINAS OWNER	$ 7,692,500	$ 6,870,000	REAL
ALAMO DRAFTHOUSE CINEMA	$ 1,315,880	$ 1,088,750	PERSONAL
ALC APARTMENTS LLC	$ 53,250,000	$ 51,000,000	REAL
ALDEN SHORT	$ 147,760	$ 87,480	REAL
ALDEN SHORT	$ 175,530	$ 137,480	REAL
ALDEN SHORT	$ 220,280	$ 213,030	REAL
ALESIO GARDEN &	$ 139,000,000	$ 116,608,000	REAL
ANGEL HOSPITALITY VIII LLC	$ 5,000,000	$ 4,900,000	REAL
ANGEL HOSPITALITY VIII LLC	$ 1,354,500	$ 1,173,900	REAL
AREA/EY WFT LLC	$ 10,000,000	$ 8,800,000	REAL
ARMSTRONG GUADALUPE LP	$ 1,628,830	$ 1,628,830	REAL
ASBURY AUTOMOTIVE GROUP	$ 5,900,000	$ 4,700,000	REAL
ASBURY AUTOMOTIVE GROUP	$ 51,860	$ 51,860	REAL
ASBURY AUTOMOTIVE GROUP	$ 2,600,000	$ 2,000,000	REAL
ASBURY AUTOMOTIVE GROUP	$ 4,200,000	$ 3,200,000	REAL
ASBURY AUTOMOTIVE GROUP	$ 3,200,000	$ 2,300,000	REAL
ASHER PARK IRVING LP	$ 27,000,000	$ 22,900,000	REAL
BELL STACY GREETHUM TRUST THE	$ 938,150	$ 900,000	REAL
BELTLINE & GRANDE LTD	$ 11,500,000	$ 10,600,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTUI	$ 3,217,350	$ 2,800,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTUI	$ 720,610	$ 700,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTUI	$ 7,836,860	$ 6,500,000	REAL
BELTLINE VILLAGE PARTNERS	$ 7,211,000	$ 6,950,000	REAL
BETTER INC	$ 2,750,000	$ 2,365,000	REAL
BHP INVESTMENTS CO	$ 3,800,000	$ 3,400,000	REAL
BLVD AL LP THE	$ 1,622,460	$ 1,547,000	REAL
BRE KNIGHT SH TX OWNER LLC	$ 4,105,500	$ 3,689,000	REAL
BRE KNIGHT SH TX OWNER LLC	$ 1,459,500	$ 1,311,000	REAL
BREIT INDUSTRIAL CANYON TX	$ 115,390	$ 115,390	REAL
BREIT INDUSTRIAL CANYON TX	$ 11,134,220	$ 8,000,000	REAL
BROWN COLINAS POINTE LLC	$ 18,500,000	$ 16,900,000	REAL
BW ZANDER PARK LLC	$ 18,600,000	$ 15,600,000	REAL
CAD ASSETS LLC	$ 2,500,000	$ 2,200,000	REAL
CANAL CENTRE INVESTORS LLC	$ 35,000,000	$ 33,000,000	REAL
CARE INN	$ 15,800,000	$ 13,000,000	REAL
CARMAX AUTO SUPERSTORES	$ 11,250,000	$ 8,474,630	REAL
CARMAX AUTO SUPERSTORES	$ 1,025,370	$ 1,025,370	REAL
CAROLYN PROPERTY OWNER LP	$ 67,181,400	$ 57,500,000	REAL
CEDAR CREST OF IRVING LLC	$ 2,500,000	$ 2,250,000	REAL
CENTERPOINT PROPERTIES TRUST	$ 66,270,000	$ 22,200,000	REAL
CFT NV DEVELOPMENTS LLC	$ 1,080,000	$ 900,000	REAL
CHALET APARTMENTS LLC	$ 24,500,000	$ 22,500,000	REAL
CHATHEAU AT WILDBRIAR LP	$ 14,700,000	$ 11,200,000	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
CHEP USA	$ 647,510	$ 647,510	PERSONAL
CHICK FIL A INC	$ 906,300	$ 860,000	REAL
CHIPOTLE MEXICAN GRILL INC	$ 673,660	$ 650,000	REAL
CL II LLC	$ 4,800,000	$ 3,875,000	REAL
COLE CV RICHARDSON TX LLC	$ 1,847,480	$ 1,829,360	REAL
COLINAS RANCH APARTMENTS LLC	$ 17,750,000	$ 12,685,000	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 4,418,000	$ 3,833,510	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 1,530,050	$ 1,305,020	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 4,531,840	$ 3,915,070	REAL
COLONY MULTIFAMILY 3321 LLC THE	$ 6,420,110	$ 5,546,400	REAL
COLUMBIA PROPERTIES	$ 29,500,000	$ 24,500,000	REAL
CP 511 BUILDING LLC	$ 21,493,600	$ 17,500,000	REAL
CP II CRESTVIEW LP	$ 37,850,000	$ 30,250,000	REAL
CREEKWOOD APTS LLC	$ 23,000,000	$ 20,750,000	REAL
CRESTVIEW STONEHILL LLC	$ 24,700,000	$ 21,000,000	REAL
CROSS COURT TEXAS LLC	$ 1,285,090	$ 1,200,000	REAL
CROSSINGSATIRVING RUBY	$ 16,550,000	$ 15,000,000	REAL
CVS	$ 2,319,170	$ 2,007,900	REAL
CVS AS LESSEE	$ 2,002,440	$ 1,959,460	REAL
CVS AS LESSEE	$ 1,794,690	$ 1,754,850	REAL
DALLAS FT WORTH PARTNERS LLC	$ 1,949,000	$ 1,798,020	REAL
DALLAS FT WORTH PARTNERS LLC	$ 1,670,570	$ 1,541,160	REAL
DALLAS FT WORTH PARTNERS LLC	$ 3,480,430	$ 3,210,820	REAL
DALLAS METRO APARTMENTS LLC	$ 4,828,000	$ 4,250,000	REAL
DELUJO EL MOROCCO LLC	$ 11,500,000	$ 10,500,000	REAL
DEVA CORPORATION	$ 4,500,000	$ 4,125,000	REAL
DFW JOSEPH INVESTMENTS LLC	$ 14,059,720	$ 12,500,000	REAL
DFW TOWER VILLIAGE LP	$ 11,193,730	$ 10,571,860	REAL
DFW TOWER VILLIAGE LP	$ 15,806,280	$ 14,928,150	REAL
DILLARDS PROPERTIES INC	$ 5,000,000	$ 4,750,000	REAL
DILLARDS TEXAS CENTRAL LLC	$ 2,549,040	$ 2,134,800	PERSONAL
DK CREST OWNER LLC	$ 62,000,000	$ 60,000,000	REAL
DOGWOOD PROPCO TX II LP	$ 10,700,000	$ 8,000,000	REAL
DP WPC TX LLC AND DP WPC TX	$ 11,158,950	$ 10,856,860	REAL
DP WPC TX LLC AND DP WPC TX	$ 1,969,340	$ 1,969,340	REAL
DP WPC TX LLC AND DP WPC TX	$ 173,800	$ 173,800	REAL
DRIVR RE IRVING LLC	$ 6,100,000	$ 5,800,000	REAL
DRIVER RE IRVING LLC	$ 435,600	$ 400,000	REAL
EAGLE CREST BORROWER LLC	$ 29,540,180	$ 26,696,430	REAL
EAGLE CREST BORROWER LLC	$ 21,359,820	$ 19,303,570	REAL
EL PRIMERO EXPRESS LP	$ 3,675,000	$ 3,400,000	REAL
EMERALD POINT APARTMENT	$ 5,770	$ 5,770	REAL
EMERALD POINT APARTMENT	$ 6,894,230	$ 6,194,230	REAL
ESD DFW SOUTH 2011 LP	$ 19,000,000	$ 17,000,000	REAL
ESTRADA LUXURY APARTMENTS LLC	$ 27,000,000	$ 23,500,000	REAL
ESTRADA REVO LLC &	$ 24,950,000	$ 22,350,000	REAL
EX DALLAS LP	$ 56,500,000	$ 53,463,000	REAL
EX DALLAS LP	$ 370,740	$ 370,740	REAL
EX DALLAS LP	$ 8,629,270	$ 8,166,260	REAL
GEP SILVERTON LLC	$ 27,840,000	$ 25,500,000	REAL
GL MARBLETREE LLC	$ 31,200,000	$ 27,331,200	REAL
GL MARBLETREE LLC	$ 10,400,000	$ 9,110,400	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
GOLDEN RAM LLC	$ 155,560	$ 155,560	REAL
GOLDEN RAM LLC	$ 901,740	$ 901,740	REAL
GOLDEN RAM LLC	$ 167,260	$ 167,260	REAL
GOLDEN RAM LLC	$ 427,430	$ 370,150	REAL
GOLDEN RAM LLC	$ 1,666,310	$ 1,443,010	REAL
GOLDEN RAM LLC	$ 220,380	$ 190,850	REAL
GOLDEN RAM LLC	$ 208,810	$ 180,830	REAL
GOLDEN RAM LLC	$ 204,160	$ 176,800	REAL
GOLDEN RAM LLC	$ 160,460	$ 138,960	REAL
GOLDEN RAM LLC	$ 151,680	$ 131,350	REAL
GOLDEN RAM LLC	$ 1,302,550	$ 1,127,990	REAL
GOLDEN RAM LLC	$ 402,530	$ 348,590	REAL
GOLDEN RAM LLC	$ 374,670	$ 324,460	REAL
GOLDEN RAM LLC	$ 106,770	$ 92,450	REAL
GOLDEN RAM LLC	$ 1,979,280	$ 1,800,000	REAL
GRANITE CIMARRON MEADOWS LLC	$ 9,639,510	$ 7,595,000	REAL
GROUP 1 REALTY INC	$ 3,500,000	$ 2,975,000	REAL
GROUP 1 REALTY INC	$ 900,000	$ 689,080	REAL
GROUP 1 REALTY INC	$ 309,360	$ 278,420	REAL
H&B DEVELOPMENT AND	$ 787,500	$ 725,000	REAL
HCD DALLAS CORPORATION	$ 800,000	$ 800,000	REAL
HCD DALLAS CORPORATION	$ 30,100,000	$ 29,200,000	REAL
HAMPTON PLEASANT RUN JV	$ 1,925,500	$ 1,800,000	REAL
HILLTOPPER APARTMENTS IRVING LLC	$ 6,340,370	$ 5,000,000	REAL
HKRK MGNT INC	$ 3,200,000	$ 2,900,000	REAL
HOME DEPOT USA	$ 5,425,000	$ 5,200,000	REAL
HS GARDEN PLAZA LLC	$ 6,950,000	$ 6,150,000	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 57,300	$ 45,840	REAL
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
IFCAP EVERGREEN LP	$ 62,200	$ 49,760	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 70,600	$ 56,480	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IFCAP EVERGREEN LP	$ 90,400	$ 72,320	REAL
IMT CAPITAL III LAKESIDE LOFTS LP	$ 59,334,000	$ 55,900,000	REAL
INTREPID HOLDINGS LLC	$ 3,675,000	$ 3,400,000	REAL
IRBY LANE ASSOCIATES LTD	$ 21,000,000	$ 19,000,000	REAL
IRIS ASSOCIATES LP	$ 10,687,500	$ 10,125,000	REAL
IRIS ASSOCIATES LP	$ 27,312,500	$ 25,875,000	REAL
IRVING 4600 WEST PIONEER	$ 41,500,000	$ 32,698,000	REAL
IRVING APARTMENTS 2017 LLC	$ 3,417,000	$ 3,100,000	REAL
IRVING APARTMENTS 2017 LLC	$ 1,500,000	$ 1,250,000	REAL
IRVING APARTMENTS 2017 LLC	$ 1,575,000	$ 1,350,000	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 3,650,000	$ 3,042,800	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 7,300,000	$ 6,085,610	REAL
IRVING BUS PROPERTIES LLC	$ 2,250,000	$ 1,900,000	REAL
IRVING LODGING LLC	$ 6,250,000	$ 5,800,000	REAL
IRVING MOB III	$ 10,500,000	$ 9,800,000	REAL
IRVING PEBBLEBROOK LLC	$ 3,850,000	$ 3,465,000	REAL
ISA HOSPITALITY	$ 1,950,000	$ 1,850,000	REAL
JAHCO FAIR OAKS LP	$ 7,490,000	$ 6,950,000	REAL
JARS BRITTANY 169 LLC	$ 11,050,000	$ 9,200,000	REAL
JARS HEIGHTS 79 LLC	$ 2,065,820	$ 1,792,000	REAL
JARS HEIGHTS 79 LLC	$ 3,443,040	$ 2,987,000	REAL
JARS HEIGHTS 79 LLC	$ 1,291,140	$ 1,121,000	REAL
JBA PORTFOLIO LLC	$ 5,107,730	$ 4,700,000	REAL
JDFW LLC	$ 56,000,000	$ 52,000,000	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
JDFW II LLC	$ 78,000,000	$ 72,500,000	REAL
JORDAN KATZ AVALON LLC	$ 28,800,000	$ 26,500,000	REAL
KARAN ASSOCIATES TWO	$ 1,520,000	$ 1,337,390	REAL
KARAN ASSOCIATES TWO	$ 1,435,000	$ 1,262,610	REAL
KEVLIN JAMES M &	$ 537,000	$ 537,000	REAL
KHOSROW SADEGHIAN	$ 112,170	$ 85,000	REAL
KHOSROW SADEGHIAN	$ 183,740	$ 150,000	REAL
KHOSROW SADEGHIAN	$ 1,370	$ 1,370	REAL
KHOSROW SADEGHIAN	$ 7,000	$ 7,000	REAL
KHOSROW SADEGHIAN	$ 23,700	$ 20,000	REAL
KHOSROW SADEGHIAN	$ 23,940	$ 23,940	REAL
KHOSROW SADEGHIAN	$ 1,020	$ 1,020	REAL
KHOSROW SADEGHIAN	$ 4,680	$ 4,680	REAL
KHOSROW SADEGHIAN	$ 105,740	$ 100,000	REAL
KHOSROW SADEGHIAN	$ 6,380	$ 6,380	REAL
KHOSROW SADEGHIAN	$ 6,380	$ 6,380	REAL
KORE 125 JOHN CARPENTER LLC	$ 71,500,000	$ 68,750,000	REAL
KROGER TEXAS LP	$ 11,680,630	$ 10,971,000	REAL
KROGER TEXAS LP	$ 927,080	$ 927,080	REAL
KROGER TEXAS LP	$ 3,978,130	$ 3,978,130	REAL
KROGER TEXAS LP	$ 1,502,570	$ 1,502,570	REAL
KROGER TEXAS LP	$ 1,738,070	$ 1,738,070	REAL
LADERA RANCH LLC	$ 26,250,000	$ 24,500,000	REAL
LAKE WORTH HOTEL CORP	$ 3,750,000	$ 3,570,000	REAL
LAKERIDGE REALTY LP	$ 310,140	$ 310,140	REAL
LAKERIDGE REALTY LP	$ 9,265,000	$ 8,800,000	REAL
LAKERIDGE REALTY LP	$ 8,089,860	$ 7,600,000	REAL
LAS COLINAS I HOLDCO LP	$ 92,000,000	$ 88,250,000	REAL
LAS COLINAS II HOLDCO LP	$ 51,600,000	$ 49,100,000	REAL
LAS COLINAS INDUSTRIAL LLC	$ 2,630,800	$ 2,216,750	REAL
LAS COLINAS SURGERY	$ 1,400,000	$ 1,400,000	REAL
LBH LAS COLINAS PLAZA LLC	$ 25,000,000	$ 23,000,000	REAL
LEGACY REI GROUP SA LLC	$ 11,762,190	$ 10,292,000	REAL
LEGACY REI GROUP SA LLC	$ 4,237,810	$ 3,708,000	REAL
LEGACY REI GROUP TF LLC	$ 6,900,000	$ 5,774,650	REAL
LEGACY REI GROUP TF LLC	$ 2,898,000	$ 2,425,350	REAL
LION TRINITY LLC	$ 55,550,000	$ 51,000,000	REAL
LOONEY FAMILY 2014 TRUST THE	$ 1,073,070	$ 700,000	REAL
LOONEY FAMILY 2014 TRUST THE	$ 2,217,330	$ 1,600,000	REAL
LOOP HOTEL INC	$ 850,000	$ 675,000	REAL
LOWEN RAIFORD LP	$ 8,800,000	$ 8,300,000	REAL
LOWEN RAIFORD LP	$ 197,830	$ 197,830	REAL
LOWES HOME CENTERS INC	$ 7,075,000	$ 6,800,000	REAL
LPD REALTY LLC	$ 16,150,000	$ 14,450,000	REAL
LRF2 TOWNE NORTH	$ 9,525,000	$ 8,613,000	REAL
LRF2 TOWNE NORTH	$ 4,575,000	$ 4,137,000	REAL
M INDUSTRIAL PROPERTY	$ 28,559,550	$ 20,750,000	REAL
MAA ALLOY LLC	$ 55,000,000	$ 49,000,000	REAL
MAA TANC LLC	$ 42,900,000	$ 39,800,000	REAL
MACARTHUR PLACE	$ 21,000,000	$ 18,876,920	REAL
MACARTHUR PLACE	$ 24,500,000	$ 22,023,080	REAL
MACY'S RETAIL HOLDINGS INC	$ 2,467,320	$ 2,399,100	PERSONAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
MACY'S RETAIL HOLDINGS INC	$ 4,580,000	$ 4,250,000	REAL
MALL GROUND PORTFOLIO LLC	$ 39,950,000	$ 28,005,140	REAL
MALL GROUND PORTFOLIO LLC	$ 1,650,000	$ 1,600,000	REAL
MALL GROUND PORTFOLIO LLC	$ 4,850,000	$ 3,900,000	REAL
MALL GROUND PORTFOLIO LLC	$ 193,440	$ 193,440	REAL
MALL GROUND PORTFOLIO LLC	$ 1,301,420	$ 1,301,420	REAL
MARABELLA APARTMENTS II	$ 29,551,810	$ 27,968,680	REAL
MARABELLA APARTMENTS II	$ 26,448,190	$ 25,031,320	REAL
MEADOW CREEK RANCH MHC LLC	$ 3,115,880	$ 2,578,950	REAL
MEADOW CREEK RANCH MHC LLC	$ 6,227,770	$ 4,421,050	REAL
MESTEK LTD	$ 3,130,040	$ 2,781,230	REAL
MESTEK LTD	$ 2,233,460	$ 1,984,560	REAL
MESTEK LTD	$ 1,389,000	$ 1,234,210	REAL
MFO PPTIES LTD	$ 1,602,700	$ 1,500,000	REAL
MM COURTYARDS LLC	$ 19,050,000	$ 16,500,000	REAL
MONTEGO BAY LLC	$ 4,650,000	$ 3,800,000	REAL
MPG TEXAS 1 LLC	$ 12,376,000	$ 10,650,000	REAL
NEPTUNE VENTURES LLC	$ 279,880	$ 265,890	REAL
NEPTUNE VENTURES LLC	$ 252,340	$ 239,720	REAL
NEPTUNE VENTURES LLC	$ 300,000	$ 285,000	REAL
NEPTUNE VENTURES LLC	$ 215,000	$ 204,250	REAL
NEPTUNE VENTURES LLC	$ 211,000	$ 200,450	REAL
NEPTUNE VENTURES LLC	$ 215,000	$ 204,250	REAL
NEPTUNE VENTURES LLC	$ 233,920	$ 222,220	REAL
NEPTUNE VENTURES LLC	$ 272,670	$ 259,040	REAL
NEPTUNE VENTURES LLC	$ 225,000	$ 213,750	REAL
NEPTUNE VENTURES LLC	$ 216,190	$ 205,380	REAL
NEPTUNE VENTURES LLC	$ 257,270	$ 244,410	REAL
NEPTUNE VENTURES LLC	$ 240,000	$ 228,000	REAL
NEPTUNE VENTURES LLC	$ 240,000	$ 228,000	REAL
NEWPORT APARTMENTS PROPERY OWNER	$ 27,950,000	$ 21,500,000	REAL
NL ASSETS LANDEN DE LLC	$ 13,200,000	$ 13,200,000	REAL
NL ASSETS LANDEN DE LLC	$ 13,200,000	$ 12,000,000	REAL
NORTHGATE CAPRI LLC &	$ 19,500,000	$ 17,000,000	REAL
NORTHGATE CONSOLIDATED GROUP LLC	$ 4,808,430	$ 4,600,000	REAL
NORTHWEST PARK ASSOC	$ 6,438,260	$ 5,781,250	REAL
NORTHWEST PARK ASSOC	$ 10,043,680	$ 9,018,750	REAL
OAKWAY MANOR LLC	$ 3,640,000	$ 3,300,000	REAL
OAKWAY MANOR LLC	$ 6,141,000	$ 5,300,000	REAL
OCONNOR MINI WAREHOUSES	$ 1,520,000	$ 1,200,000	REAL
OMNINET FOXBOROUGH LP	$ 10,920,000	$ 10,111,110	REAL
OMNINET FOXBOROUGH LP	$ 26,880,000	$ 24,888,890	REAL
P LURA LLC	$ 940,000	$ 850,000	REAL
PAR CAPITAL 122 WEST LLC	$ 26,700,000	$ 25,600,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 4,752,000	$ 4,752,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 65,748,000	$ 61,948,000	REAL
PARMA MANDALAY TOWER LLC	$ 40,500,000	$ 37,500,000	REAL
PARRISH MICHAEL R & ANGELA R	$ 1,615,730	$ 1,420,000	REAL
PBH VALLEY CREEK LLC	$ 45,250,000	$ 43,000,000	REAL
PBH VALLEY RIDGE LLC	$ 48,000,000	$ 47,000,000	REAL
PCPI UT OWNER	$ 12,252,330	$ 12,252,330	REAL
PCPI UT OWNER	$ 137,747,670	$ 125,747,670	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
PERFECT & COMFORT LIVING LLC	$ 4,000,000	$ 3,200,000	REAL
PERFECT AND MODERN TEAM LLC	$ 2,925,000	$ 2,750,000	REAL
PETCO ANIMAL SUPPLIES INC	$ 323,800	$ 281,710	REAL
PL LASCO OWNER LLC	$ 77,000,000	$ 73,500,000	REAL
POINT AT LAS COLINAS PROPERTIES LLC	$ 73,455,000	$ 62,450,000	REAL
POLO SANTIAGO	$ 6,300,000	$ 5,500,000	REAL
POST MONTORO LLC	$ 31,000,000	$ 28,500,000	REAL
PPF AMLI 1050 LAKE CAROLYN PARKWAY	$ 62,250,000	$ 54,733,000	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$ 83,900,000	$ 77,156,000	REAL
PRIME US TOWER AT LAKE CAROLYN LLC	$ 66,125,000	$ 61,000,000	REAL
PROMENADE TX PARTNERS LLC	$ 63,000,000	$ 60,000,000	REAL
PROPERTY RESERVE INC	$ 64,722,820	$ 62,300,000	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$ 34,750,000	$ 31,000,000	REAL
PS LPT PROPERTIES INVESTORS	$ 3,117,360	$ 2,900,000	REAL
PS TEXAS HOLDINGS II LTD	$ 5,482,000	$ 5,230,570	REAL
PS TEXAS HOLDINGS II LTD	$ 5,774,350	$ 5,505,620	REAL
RAIBLE PLACE APARTMENTS LLC	$ 14,500,000	$ 11,700,000	REAL
RAMSEY LUTHER H	$ 1,526,560	$ 1,425,000	REAL
RAMSEY LUTHER HAROLD	$ 797,930	$ 750,000	REAL
RANDALLS FOOD & DRUG LP	$ 5,750,000	$ 4,901,710	REAL
RAYO LLC	$ 5,475,000	$ 5,000,000	REAL
RAYO LLC	$ 5,475,000	$ 5,000,000	REAL
REGAL BUSINESS CENTER LLC	$ 13,513,300	$ 13,513,300	REAL
REGAL BUSINESS CENTER LLC	$ 7,568,590	$ 7,000,000	REAL
RESIDENCE AT SURROUND	$ 33,000,000	$ 33,000,000	REAL
RESIDENCES NORTHGATE LLC	$ 40,700,000	$ 28,500,000	REAL
RICKY HOSPITALITY LLC	$ 1,650,000	$ 1,550,000	REAL
ROADWAY EXPRESS	$ 7,224,530	$ 5,385,000	REAL
ROCHELLE PLACE LP	$ 9,500,000	$ 8,550,000	REAL
ROCHELLE PLAZA RES LLC	$ 13,865,000	$ 10,800,000	REAL
ROSEMONT SUMMIT OPERATING LLC	$ 60,875,000	$ 54,000,000	REAL
RYDER TRUCK RENTAL INC	$ 2,440,720	$ 2,440,720	REAL
RUSTIC RIDGE IRVING LP	$ 19,800,000	$ 16,000,000	REAL
SANDLIAN COLBY B &	$ 3,000,000	$ 2,760,000	REAL
SAVOY DALLAS HOTELS LLC	$ 6,500,000	$ 5,800,000	REAL
SEDONA PARK APARTMENTS LLC	$ 29,500,000	$ 24,900,000	REAL
SFS PROPERTIES LLC	$ 4,102,000	$ 3,875,000	REAL
SGJGM FAMILY LP	$ 130,000	$ 128,960	REAL
SHIRLEY ENTERPRISES LLC	$ 1,870,740	$ 1,683,650	REAL
SL1000 RRH SPE LLC &	$ 16,560,000	$ 14,500,000	REAL
SPANISH CHASE LLC	$ 7,286,930	$ 6,250,000	REAL
SPANISH HAVEN REDEVELOPMENT	$ 10,500,000	$ 8,900,000	REAL
SPRINT UNITED MGMT CO	$ 13,800,000	$ 12,250,000	REAL
STARCREST TEXAS PPTIES	$ 6,100,000	$ 5,450,000	REAL
STATE BANK OF TEXAS	$ 1,275,000	$ 1,165,230	REAL
SUN LIFE INSURANCE CO OF CANADA	$ 36,620,270	$ 33,500,000	REAL
SUNSET SPRINGS LP	$ 17,520,410	$ 15,768,370	REAL
SYMONDS STEPHAN M	$ 1,541,930	$ 1,400,000	REAL
TARGET CORP	$ 5,715,000	$ 5,523,470	REAL
TAURUS HOLDINGS LLC	$ 1,015,670	$ 1,015,670	REAL
TEXAS FLORIDA CEDARS LP	$ 10,500,000	$ 9,575,980	REAL
TEXAS PARK MANOR LP	$ 10,315,000	$ 9,285,000	REAL

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
TEXAS SFI PARTNERSHIP 37 LTD	$ 37,000,000	$ 35,100,000	REAL
TMIF II BRIDGEPORT LP	$ 29,254,330	$ 26,700,000	REAL
TNP IRVING SQUARE DST	$ 1,925,900	$ 1,925,900	REAL
TOYOTA OF IRVING LTD	$ 530,740	$ 422,000	REAL
TOYOTA OF IRVING LTD	$ 13,294,900	$ 10,255,000	REAL
TOYOTA OF IRVING LTD	$ 630,000	$ 623,000	REAL
TP APARTMENTS LLC	$ 6,498,990	$ 5,521,910	REAL
TP APARTMENTS LLC	$ 2,475,810	$ 2,103,590	REAL
TR ATRUIM LP	$ 15,500,000	$ 14,000,000	REAL
TR ATRUIM LP	$ 7,900,000	$ 7,700,000	REAL
TSCA 222 LIMITED PS	$ 5,200,000	$ 4,700,000	REAL
TUP CARPENTER COURT LP	$ 12,750,000	$ 9,600,000	REAL
TX 2800 VALLEY VIEW LN DEL LLC	$ 21,701,510	$ 19,250,000	REAL
UNITED RENTALS	$ 5,515,920	$ 4,500,000	REAL
VAT CROSSROADS LLC	$ 19,000,000	$ 17,000,000	REAL
VELAZQUEZ CELIA &	$ 1,881,520	$ 1,250,000	REAL
VILLAGE ON WEST IRVING LLC	$ 10,090,000	$ 8,500,000	REAL
VILLAS ESTANCIA APARTMENTS LLC	$ 25,000,000	$ 17,327,000	REAL
WALGREENS CO	$ 1,424,820	$ 1,337,180	REAL
WALGREENS CO	$ 3,878,000	$ 2,284,130	REAL
WALGREENS CO	$ 2,374,270	$ 2,228,220	REAL
WALMART REAL ESTATE	$ 10,967,000	$ 10,967,000	REAL
WALNUT HILL TX PARTNERS LLC	$ 62,250,000	$ 53,865,000	REAL
WATER STREET OCONNOR LP	$ 90,400,990	$ 87,000,000	REAL
WATER STREET OCONNOR LP	$ 2,247,370	$ 2,247,370	REAL
WESTDALE BROOKSTONE TERRACE LP	$ 16,098,640	$ 16,098,640	REAL
WESTDALE BROOKSTONE TERRACE LP	$ 21,250,000	$ 18,880,000	REAL
WESTDALE LAKERIDGE	$ 18,675,000	$ 16,640,000	REAL
WESTDALE POLARIS PARTNERS	$ 5,750,000	$ 5,500,000	REAL
WESTDALE POLARIS PARTNERS	$ 16,405,890	$ 14,960,000	REAL
WESTDALE PPTIES AMERICA I	$ 19,000,000	$ 17,920,000	REAL
WESTDALE WOODMEADE LTD	$ 28,000,000	$ 25,800,000	REAL
WESTGATE MULTIFAMILY LLC	$ 29,786,110	$ 25,786,000	REAL
WESTGATE MULTIFAMILY LLC	$ 12,938,340	$ 11,201,000	REAL
WESTGATE MULTIFAMILY LLC	$ 5,677,980	$ 4,915,000	REAL
WESTGATE MULTIFAMILY LLC	$ 5,212,570	$ 4,512,000	REAL
WOODCHASE & CLARENDON	$ 17,323,310	$ 13,353,000	REAL
WOODCHASE & CLARENDON	$ 6,676,690	$ 5,147,000	REAL
WOODSHIRE MHC LLC	$ 6,581,230	$ 4,992,000	REAL
WOODSHIRE MHC LLC	$ 6,473,550	$ 4,992,000	REAL
WOODSHIRE MHC LLC	$ 2,952,800	$ 2,236,000	REAL
WOODWIND LAND LLC	$ 7,000,000	$ 5,502,000	REAL
WOODWIND LAND LLC	$ 400,000	$ 400,000	REAL
WWC LXXI LP	$ 26,444,620	$ 23,800,000	REAL
WWC XLII LP	$ 29,875,000	$ 27,750,000	REAL
WWC XLII LP	$ 29,875,000	$ 27,750,000	REAL
WWC XLV LP	$ 80,000	$ 80,000	REAL
WWC XLV LP	$ 67,900,000	$ 63,420,000	REAL
TOTAL	$ 5,600,179,990	$ 5,000,595,290	

2021 ACTIVE LAWSUITS

OWNERS NAME		DCAD VALUE	TYPE OF PROPERTY
SURTI LEUVA PATIDAR SAMAJ OF DFW	$	1,050,270	REAL
TOTAL	$	1,050,270	

2021 SETTLED LAWSUITS

OWNERS NAME	DCAD VALUE	SETTLED VALUE	TYPE OF PROPERTY
1000 EAST AIRPORT FREEWAY LLC	$ 9,752,100	$ 8,750,000	REAL
1111 TDS APARTMENTS LLC	$ 18,750,000	$ 16,500,000	REAL
14800 LANDMARK LLC	$ 10,662,790	$ 9,250,000	REAL
2325 STEMMONS HOTEL PTNRS LLC	$ 7,500,000	$ 7,500,000	REAL
250 290 B&C LLC	$ 32,980,000	$ 32,000,000	REAL
250 290 B&C LLC	$ 16,478,860	$ 16,100,000	REAL
250 290 B&C LLC	$ 18,540,360	$ 17,700,000	REAL
2929 PARK GROVE VNTRE LTD	$ 14,336,450	$ 13,518,600	REAL
2929 PARK GROVE VNTRE LTD	$ 1,003,550	$ 946,300	REAL
2ML REAL ESTATE INTEREST INC	$ 1,390,000	$ 1,300,000	REAL
4303 MARIPOSA DRIVE LLC	$ 7,480,000	$ 7,100,000	REAL
4409 MONTROSE LTD	$ 17,600,000	$ 17,600,000	REAL
89 H A S HOTEL CORP	$ 950,000	$ 800,000	REAL
ABF FREIGHT SYSTEM INC	$ 8,302,500	$ 6,000,000	REAL
ADDISON HOTELS LP	$ 4,257,250	$ 3,900,000	REAL
ADDISON STONE LLC	$ 1,408,150	$ 1,000,000	REAL
AGAS VENTURES	$ 148,200	$ 139,000	REAL
AGAS VENTURES	$ 136,980	$ 123,000	REAL
AGAS VENTURES	$ 145,280	$ 136,000	REAL
AGAS VENTURES	$ 156,980	$ 156,980	REAL
AGAS VENTURES	$ 170,630	$ 155,000	REAL
AGAS VENTURES	$ 164,780	$ 152,000	REAL
AGAS VENTURES	$ 189,640	$ 175,000	REAL
AGAS VENTURES	$ 139,290	$ 139,290	REAL
AGAS VENTURES	$ 123,890	$ 123,890	REAL
AGAS VENTURES	$ 170,670	$ 170,670	REAL
AGAS VENTURES	$ 126,750	$ 126,600	REAL
AGAS VENTURES	$ 200,780	$ 160,000	REAL
AGAS VENTURES	$ 175,500	$ 175,500	REAL
AGAS VENTURES	$ 152,100	$ 144,500	REAL
AGAS VENTURES	$ 136,500	$ 129,680	REAL
AGAS VENTURES	$ 120,900	$ 121,370	REAL
AGAS VENTURES	$ 100,000	$ 100,000	REAL
AGAVE APARTMENTS LLC	$ 8,000,000	$ 7,500,000	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 102,417,090	$ 92,633,000	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 58,659,010	$ 53,055,000	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 8,620,610	$ 7,804,000	REAL
AGRE WILLIAMS SQUARE HOLDINGS LLC	$ 58,303,290	$ 52,733,000	REAL
AIGGRE TX HOTEL LAS COLINAS OWNER LLC	$ 6,700,000	$ 6,000,000	REAL
ALC APARTMENTS LLC	$ 48,750,000	$ 48,500,000	REAL
ALESIO GARDEN &	$ 104,420,000	$ 96,000,000	REAL
ANGEL HOSPITALITY VIII LLC	$ 4,440,000	$ 4,246,000	REAL
ANGEL HOSPITALITY VIII LLC	$ 1,083,600	$ 1,083,600	REAL
AREA/EY WFT LLC	$ 8,600,000	$ 8,000,000	REAL
ASBURY AUTOMOTIVE TEXAS LLC	$ 51,860	$ 51,860	REAL
ASBURY AUTOMOTIVE TEXAS LLC	$ 2,025,000	$ 1,800,000	REAL
ASBURY AUTOMOTIVE TEXAS LLC	$ 3,324,000	$ 3,000,000	REAL

ASBURY AUTOMOTIVE TEXAS LLC	$ 4,900,000	$ 4,500,000	REAL
ASBURY AUTOMOTIVE TEXAS LLC	$ 2,500,000	$ 2,100,000	REAL
ASHER PARK IRVING LP	$ 21,750,000	$ 18,486,000	REAL
BELL STACY GREETHUM TRUST THE	$ 870,000	$ 749,230	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 2,940,000	$ 2,785,500	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 695,000	$ 660,000	REAL
BELTLINE/AIRPORT FREEWAY JOINT VENTURE	$ 7,615,000	$ 6,354,500	REAL
BELTLINE & GRANDE LTD	$ 11,000,000	$ 10,500,000	REAL
BETTER INC	$ 2,300,000	$ 2,150,000	REAL
BHP INVESTMENTS CO	$ 2,300,000	$ 2,000,000	REAL
BLVD AL LP THE	$ 1,437,890	$ 1,397,460	REAL
BRE KNIGHT SH TX OWNER LLC	$ 3,910,000	$ 3,541,750	REAL
BRE KNIGHT SH TX OWNER LLC	$ 1,390,000	$ 1,258,250	REAL
BREIT INDUSTRIAL CANYON TX	$ 115,390	$ 115,390	REAL
BREIT INDUSTRIAL CANYON TX	$ 10,018,430	$ 7,000,000	REAL
BUDHWANI & VIRANI INC	$ 2,025,000	$ 1,900,000	REAL
CARE INN	$ 15,300,000	$ 13,775,000	REAL
CAROLYN PROPERTY OWNER LP	$ 57,720,000	$ 54,300,000	REAL
CASTLE CROWN PROPERTIES	$ 4,750,000	$ 4,200,000	REAL
CEDAR CREST OF IRVING LLC	$ 1,600,000	$ 1,600,000	REAL
CENTRALAND GROUP LTD	$ 4,186,480	$ 4,186,480	REAL
CFT NV DEVELOPMENTS LLC	$ 815,000	$ 730,000	REAL
CHALET APARTMENTS LLC	$ 21,434,000	$ 20,000,000	REAL
CHATHEAU AT WILDBRIAR LP	$ 14,000,000	$ 11,000,000	REAL
CLAY COOLEY REAL ESTATE	$ 4,336,180	$ 4,000,000	REAL
CLAY COOLEY REAL ESTATE	$ 8,280,400	$ 7,200,000	REAL
CLAY COOLEY REAL ESTATE	$ 8,593,750	$ 7,750,000	REAL
CNC SPC LP	$ 11,417,240	$ 11,417,240	REAL
CNC SPC LP	$ 5,782,760	$ 5,782,760	REAL
COLINAS RANCH APARTMENTS	$ 13,598,880	$ 10,500,000	REAL
COLUMBIA PROPERTIES	$ 25,000,000	$ 20,950,000	REAL
COP ENTERPRISES	$ 200,830	$ 114,460	REAL
COP ENTERPRISES	$ 99,280	$ 66,110	REAL
COP ENTERPRISES	$ 99,280	$ 66,110	REAL
COP ENTERPRISES	$ 89,380	$ 66,110	REAL
COP ENTERPRISES	$ 99,280	$ 66,110	REAL
COTTONWOOD LANE PROPERTIES LLC	$ 7,665,000	$ 7,200,000	REAL
CP II CRESTVIEW LP	$ 35,200,000	$ 32,700,000	REAL
CRAWFORD ELECTRIC SUPPLY LTD	$ 510,870	$ 459,780	PERSONAL
CRESTVIEW STONEHILL LLC	$ 19,000,000	$ 18,000,000	REAL
CROSS COURT TEXAS LLC	$ 1,122,000	$ 1,000,000	REAL
CROSSINGSATIRVING RUBY	$ 13,450,000	$ 12,750,000	REAL
CROWN ENTERPRISES INC	$ 5,946,820	$ 4,500,000	REAL
CVS	$ 1,785,000	$ 1,767,500	REAL
CVS	$ 1,734,000	$ 1,715,000	REAL
CVS AS LESSEE	$ 2,240,740	$ 1,940,000	REAL
CVS AS LESSEE	$ 1,973,410	$ 1,893,200	REAL
D L PETERSON TRUST I	$ 4,517,150	$ 4,200,950	PERSONAL
DALLAS METRO APARTMENTS LLC	$ 3,800,000	$ 3,450,000	REAL
DELUJO EL MOROCCO LLC	$ 9,345,000	$ 8,625,000	REAL
DENNIS D TOPLETZ	$ 152,950	$ 152,950	REAL
DENNIS D TOPLETZ	$ 130,330	$ 130,330	REAL
DENNIS D TOPLETZ	$ 638,060	$ 638,060	REAL

DENNIS D TOPLETZ	$ 616,930	$ 616,930	REAL
DENNIS D TOPLETZ	$ 442,410	$ 442,410	REAL
DENNIS D TOPLETZ	$ 205,000	$ 205,000	REAL
DENNIS D TOPLETZ	$ 205,290	$ 205,290	REAL
DENNIS D TOPLETZ	$ 183,380	$ 183,380	REAL
DENNIS D TOPLETZ	$ 197,640	$ 197,640	REAL
DENNIS D TOPLETZ	$ 166,400	$ 166,400	REAL
DENNIS D TOPLETZ	$ 177,240	$ 177,240	REAL
DENNIS D TOPLETZ	$ 223,150	$ 223,150	REAL
DENNIS D TOPLETZ	$ 177,060	$ 177,060	REAL
DENNIS D TOPLETZ	$ 398,370	$ 398,370	REAL
DENNIS D TOPLETZ	$ 145,000	$ 145,000	REAL
DENNIS D TOPLETZ	$ 176,120	$ 176,120	REAL
DENNIS D TOPLETZ	$ 238,730	$ 238,730	REAL
DENNIS D TOPLETZ	$ 170,010	$ 170,010	REAL
DENNIS D TOPLETZ	$ 185,310	$ 185,310	REAL
DENNIS D TOPLETZ	$ 182,010	$ 182,010	REAL
DENNIS D TOPLETZ	$ 190,650	$ 190,650	REAL
DENNIS D TOPLETZ	$ 171,000	$ 171,000	REAL
DENNIS D TOPLETZ	$ 181,630	$ 181,630	REAL
DENNIS D TOPLETZ	$ 195,380	$ 195,380	REAL
DENNIS D TOPLETZ	$ 166,050	$ 166,050	REAL
DENNIS D TOPLETZ	$ 161,140	$ 161,140	REAL
DENNIS D TOPLETZ	$ 153,050	$ 153,050	REAL
DENNIS D TOPLETZ	$ 181,630	$ 181,630	REAL
DENNIS D TOPLETZ	$ 173,820	$ 173,820	REAL
DENNIS D TOPLETZ	$ 177,970	$ 177,970	REAL
DENNIS D TOPLETZ	$ 174,430	$ 174,430	REAL
DENNIS D TOPLETZ	$ 200,580	$ 200,580	REAL
DENNIS D TOPLETZ	$ 196,560	$ 196,560	REAL
DENNIS D TOPLETZ	$ 203,630	$ 203,630	REAL
DENNIS D TOPLETZ	$ 1,087,140	$ 1,087,140	REAL
DENNIS D TOPLETZ	$ 457,970	$ 457,970	REAL
DEVA CORPORATION	$ 4,050,000	$ 3,766,000	REAL
DFW JOSEPH INVESTMENTS LLC	$ 11,160,000	$ 10,000,000	REAL
DFW RESORTS LLC	$ 6,100,000	$ 5,100,000	REAL
DK CREST OWNER LLC	$ 57,510,000	$ 56,000,000	REAL
DRIVER RE IRVING LLC	$ 5,785,570	$ 5,400,000	REAL
DSJR LLC	$ 5,318,000	$ 4,638,000	REAL
EAGLE CREST BORROWER LLC	$ 25,878,450	$ 23,765,630	REAL
EAGLE CREST BORROWER LLC	$ 18,712,110	$ 17,184,370	REAL
EBEX IRVING APARTMENTS LLC	$ 12,250,000	$ 11,875,000	REAL
EL PRIMERO EXPRESS LP	$ 3,375,000	$ 3,200,000	REAL
ELEMENT FLEET CORPORATION	$ 369,610	332,650	PERSONAL
ESTRADA REVO LLC &	$ 20,100,000	$ 18,800,000	REAL
EX DALLAS LP	$ 45,500,000	$ 43,329,260	REAL
EX DALLAS LP	$ 7,629,260	$ 7,300,000	REAL
EX DALLAS LP	$ 370,740	$ 370,740	REAL
FPG THE POINT LP	$ 50,800,000	$ 50,000,000	REAL
FREO TEXAS LLC	$ 237,080	$ 237,080	REAL
FREO TEXAS LLC	$ 201,510	$ 184,900	REAL
FREO TEXAS LLC	$ 174,750	$ 174,750	REAL
FREO TEXAS LLC	$ 147,590	$ 147,590	REAL

FREO TEXAS LLC	$ 205,860	$ 205,860	REAL
FIRST FLEET MASTER TITLING TRUST	$ 1,676,050	$ 1,676,050	PERSONAL
GARDEN INVESTORS PROPERTIES	$ 5,273,440	$ 4,726,550	REAL
GARDEN INVESTORS PROPERTIES	$ 8,226,560	$ 7,373,450	REAL
GELCO FLEET TRUST	$ 4,090,320	$ 3,804,000	PERSONAL
GEP SILVERTON LLC	$ 22,000,000	$ 20,700,000	REAL
GEP VANDERBILT LLC	$ 12,856,000	$ 11,600,000	REAL
GROUP 1 REALTY INC	$ 765,640	$ 689,080	REAL
GROUP 1 REALTY INC	$ 309,360	$ 278,420	REAL
GROUP 1 REALTY INC	$ 167,210	$ 150,490	REAL
GROUP 1 REALTY INC	$ 600,000	$ 540,000	REAL
GROUP 1 REALTY INC	$ 3,000,000	$ 2,800,000	REAL
HAMPTON/AIRPORT FREEWAY JOINT	$ 1,850,000	$ 1,500,000	REAL
HCD DALLAS CORPORATION	$ 800,000	$ 800,000	REAL
HCD DALLAS CORPORATION	$ 30,150,000	$ 25,700,000	REAL
HCD DALLAS CORPORATION	$ 800,000	$ 800,000	REAL
HCD DALLAS CORPORATION	$ 30,150,000	$ 30,150,000	REAL
HD DEVELOPMENT PROPERTIES	$ 5,248,640	$ 5,098,670	REAL
HERTZ CORP	$ 13,113,420	$ 3,495,160	PERSONAL
HKRK MGNT INC	$ 2,275,000	$ 2,000,000	REAL
IMT CAPITAL III LAKESHORE LOFTS LP	$ 53,500,000	$ 52,200,000	REAL
IMV GROUP LLC	$ 155,560	$ 132,430	REAL
IMV GROUP LLC	$ 901,740	$ 767,690	REAL
IMV GROUP LLC	$ 167,260	$ 142,390	REAL
IMV GROUP LLC	$ 1,429,530	$ 1,217,010	REAL
IMV GROUP LLC	$ 189,600	$ 161,410	REAL
IMV GROUP LLC	$ 179,650	$ 152,940	REAL
IMV GROUP LLC	$ 175,650	$ 149,540	REAL
IMV GROUP LLC	$ 138,050	$ 117,530	REAL
IMV GROUP LLC	$ 130,490	$ 111,090	REAL
IMV GROUP LLC	$ 1,111,510	$ 946,270	REAL
IMV GROUP LLC	$ 351,290	$ 299,070	REAL
IMV GROUP LLC	$ 322,350	$ 274,430	REAL
IMV GROUP LLC	$ 91,860	$ 78,200	REAL
INTERGERMAN SUMMER GATE LP	$ 13,650,000	$ 12,700,000	REAL
INTREPID HOLDINGS	$ 3,586,730	$ 3,200,000	REAL
IRIS ASSOCIATES LP	$ 8,156,250	$ 7,593,750	REAL
IRIS ASSOCIATES LP	$ 20,843,750	$ 19,406,250	REAL
IRVING 4600 WEST PIONEER	$ 34,272,000	$ 29,725,000	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 2,324,000	$ 2,203,000	REAL
IRVING BRITAIN WAY APARTMENTS LP	$ 4,480,000	$ 4,247,000	REAL
IRVING BUS PROPERTIES LLC	$ 2,300,000	$ 1,865,720	REAL
IRVING LODGING LLC	$ 5,500,000	$ 5,000,000	REAL
IRVING PARK SPRINGS PARTNERS LTD	$ 2,100,000	$ 1,726,570	REAL
ISA HOSPITALITY INC	$ 1,995,000	$ 1,700,000	REAL
JAHCO FAIR OAKS LP	$ 7,050,000	$ 6,345,000	REAL
JARS HEIGHTS 79 LLC	$ 2,720,000	$ 2,582,280	REAL
JARS HEIGHTS 79 LLC	$ 1,020,000	$ 968,350	REAL
JARS HEIGHTS 79 LLC	$ 1,632,000	$ 1,549,370	REAL
JASAN LLC	$ 3,200,230	$ 2,825,000	REAL
JDFW LLC	$ 52,000,000	$ 47,000,000	REAL
JDFW II LLC	$ 71,000,000	$ 64,800,000	REAL
KIMBERLY CLARK CORP	$ 9,000,000	$ 8,775,000	REAL

KROGER TEXAS LP	$ 10,600,000	$ 10,600,000	REAL
LADERA RANCH LLC	$ 21,500,000	$ 21,000,000	REAL
LAKE WORTH HOTEL CORP	$ 3,650,000	$ 3,400,000	REAL
LAKERIDGE REALTY LP	$ 310,140	$ 310,140	REAL
LAKERIDGE REALTY LP	$ 9,052,500	$ 8,000,000	REAL
LAKERIDGE REALTY LP	$ 7,639,860	$ 7,100,000	REAL
LAS COLINAS I HOLDCO LP	$ 83,950,000	$ 80,000,000	REAL
LAS COLINAS II HOLDCO LP	$ 46,300,000	$ 45,425,000	REAL
LAS COLINAS SURGERY	$ 1,600,000	$ 1,400,000	REAL
LEGACY REI GROUP SA LLC	$ 8,972,740	$ 8,543,270	REAL
LEGACY REI GROUP SA LLC	$ 3,232,820	$ 2,956,730	REAL
LEGACY REI GROUP SP LLC	$ 17,933,000	$ 17,600,000	REAL
LEGACY REI GROUP VF LLC	$ 10,898,000	$ 9,800,000	REAL
LOWEN TRINITY MILLS	$ 197,830	$ 197,830	REAL
LOWEN TRINITY MILLS	$ 7,715,780	$ 7,350,000	REAL
LPD REALTY LLC	$ 12,300,000	$ 11,250,000	REAL
MAA ALLOY LLC	$ 47,500,000	$ 44,500,000	REAL
MAA TANC LLC	$ 37,800,000	$ 36,800,000	REAL
MAAHIYAA HOTEL LLC	$ 4,000,000	$ 3,650,000	REAL
MACARTHUR PLACE BORROWER LLC	$ 17,538,460	$ 15,923,080	REAL
MACARTHUR PLACE BORROWER LLC	$ 20,461,540	$ 18,576,920	REAL
MACY'S RETAIL HOLDINGS	$ 4,410,970	$ 4,000,000	REAL
MACY'S RETAIL HOLDINGS LLC	$ 2,822,470	$ 2,399,100	PERSONAL
MALL GROUND PORTFOLIO LLC	$ 38,155,140	$ 31,353,230	REAL
MALL GROUND PORTFOLIO LLC	$ 1,650,000	$ 1,600,000	REAL
MALL GROUND PORTFOLIO LLC	$ 4,700,000	$ 4,051,910	REAL
MALL GROUND PORTFOLIO LLC	$ 193,440	$ 193,440	REAL
MALL GROUND PORTFOLIO LLC	$ 1,301,420	$ 1,301,420	REAL
MARABELLA APARTMENTS LP	$ 26,253,610	$ 25,594,000	REAL
MARABELLA APARTMENTS LP	$ 23,496,390	$ 22,906,000	REAL
MEDIEVAL TIMES	$ 1,627,000	$ 1,627,000	PERSONAL
MERRICK BUSINESS PARK LLC	$ 4,423,500	$ 3,395,020	REAL
MERRICK BUSINESS PARK LLC	$ 1,434,100	$ 1,193,010	REAL
METROPLEX PLAZA LP	$ 3,752,500	$ 3,184,960	REAL
METROPLEX PLAZA LP	$ 2,362,500	$ 1,988,140	REAL
METROPLEX PLAZA LP	$ 4,635,000	$ 3,826,900	REAL
MNSF II ACQUISITIONS LLC	$ 165,910	$ 165,910	REAL
MNSF II ACQUISITIONS LLC	$ 195,020	$ 195,020	REAL
MNSF II ACQUISITIONS LLC	$ 222,430	$ 222,430	REAL
MNSF II ACQUISITIONS LLC	$ 227,990	$ 190,970	REAL
MNSF II ACQUISITIONS LLC	$ 203,000	$ 203,000	REAL
MPG TEXAS 1 LLC	$ 9,520,000	$ 9,000,000	REAL
NEPTUNE VENTURES LLC	$ 280,000	$ 280,000	REAL
NEPTUNE VENTURES LLC	$ 196,600	$ 184,480	REAL
NEPTUNE VENTURES LLC	$ 251,650	$ 236,140	REAL
NEPTUNE VENTURES LLC	$ 192,210	$ 180,370	REAL
NEPTUNE VENTURES LLC	$ 254,930	$ 239,220	REAL
NEPTUNE VENTURES LLC	$ 181,930	$ 170,720	REAL
NEPTUNE VENTURES LLC	$ 179,000	$ 167,970	REAL
NEPTUNE VENTURES LLC	$ 202,050	$ 189,600	REAL
NEPTUNE VENTURES LLC	$ 258,990	$ 243,030	REAL
NEPTUNE VENTURES LLC	$ 226,530	$ 212,940	REAL
NEPTUNE VENTURES LLC	$ 194,150	$ 182,190	REAL

NEPTUNE VENTURES LLC	$ 217,730	$ 204,310	REAL
NEPTUNE VENTURES LLC	$ 204,080	$ 191,500	REAL
NEPTUNE VENTURES LLC	$ 200,940	$ 192,530	REAL
NEWPORT APARTMENTS PROPERY OWNER	$ 24,147,200	$ 21,000,000	REAL
NORTHGATE CARI LLC &	$ 16,500,000	$ 16,000,000	REAL
OMNINET FOXBOROUGH LP	$ 9,349,910	$ 8,248,000	REAL
OMNINET FOXBOROUGH LP	$ 23,015,170	$ 20,302,000	REAL
PACIFIC PLATINUM TRUST	$ 555,310	$ 520,000	REAL
PAR CAPITAL 122 WEST LLC	$ 27,882,000	$ 25,100,000	REAL
PARMA MANDALAY TOWER LLC	$ 38,000,000	$ 35,900,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 61,167,000	$ 59,152,000	REAL
PARMA LAS COLINAS TOWERS LLC	$ 4,048,000	$ 4,048,000	REAL
PARRISH HARE ELECTRIC SUPPLY CORP	$ 15,469,580	$ 13,382,690	PERSONAL
PATEL RAMAN	$ 1,450,000	$ 1,340,000	REAL
PCPI UT OWNER LP AND TERRA FUNDING URBAN TC	$ 12,252,330	$ 12,252,330	REAL
PCPI UT OWNER LP AND TERRA FUNDING URBAN TC	$ 151,682,670	$ 123,247,670	REAL
PECAN VILLAGE APARTMENTS	$ 1,477,510	$ 1,392,860	REAL
PECAN VILLAGE APARTMENTS	$ 1,704,820	$ 1,607,140	REAL
PERFECT & COMFORT LIVING LLC	$ 3,200,000	$ 2,900,000	REAL
PERFECT AND MODERN TEAM LLC	$ 2,332,000	$ 2,200,000	REAL
POLO SANTIAGO	$ 4,600,000	$ 4,140,000	REAL
POST MONTORO LLC	$ 26,259,000	$ 25,000,000	REAL
PPF AMLI 1050 LAKE CAROLYN PARKWAY LLC	$ 51,832,000	$ 48,375,000	REAL
PPF AMLI 777 LAKE CAROLYN PARKWAY	$ 73,775,000	$ 69,191,000	REAL
PRIME US TOWER AT LAKE CAROLYN LLC	$ 61,500,000	$ 59,000,000	REAL
PROGRESS RESIDENTIAL	$ 168,600	$ 168,600	REAL
PROGRESS RESIDENTIAL	$ 170,510	$ 170,510	REAL
PROVIDENT GROUP IRVING PROPERTIES LLC	$ 31,000,000	$ 24,250,000	REAL
RACETRAC PETROLEUM INC	$ 563,900	$ 301,100	REAL
RACETRAC PETROLEUM INC	$ 429,820	$ 331,760	PERSONAL
RACETRAC PETROLEUM INC	$ 1,750,000	$ 1,718,000	REAL
RACETRAC PETROLEUM INC	$ 2,315,310	$ 2,100,000	REAL
RACETRAC PETROLEUM INC	$ 457,820	$ 457,820	REAL
RACETRAC PETROLEUM INC	$ 382,310	$ 382,310	REAL
RAMSEY LUTHER H	$ 1,490,700	$ 1,200,000	REAL
RANDALLS FOOD & DRUG LP	$ 4,758,940	$ 4,758,940	REAL
RAVEN SURROUND LLC	$ 26,500,000	$ 25,600,000	REAL
RAYO LLC	$ 4,800,000	$ 3,750,000	REAL
RAYO LLC	$ 4,897,600	$ 3,750,000	REAL
RESIDENCES NORTHGATE LLC	$ 28,233,600	$ 22,691,000	REAL
ROCHELLE PLACE L P	$ 7,500,000	$ 7,000,000	REAL
ROCHELLE PLAZA ASSOCIATES	$ 9,500,000	$ 8,475,000	REAL
ROSEMONT SUMMIT OPERATING LLC	$ 56,250,000	$ 54,500,000	REAL
RUSTIC RIDGE IRVING LP	$ 15,000,000	$ 13,800,000	REAL
RYDER TRUCK RENTAL INC	$ 2,440,720	$ 2,153,310	PERSONAL
SANDLIAN COLBY B & G B REV TR &	$ 2,600,000	$ 2,600,000	REAL
SAVOY DALLAS HOTELS LLC	$ 5,481,350	$ 4,500,000	REAL
SEDONA PARK APARTMENTS LLC	$ 24,880,000	$ 17,350,000	REAL
SOUTHERN STAR LAS COLINAS LP	$ 8,900,000	$ 8,000,000	REAL
SPANISH HAVEN REDEVELOPMT	$ 9,067,030	$ 7,000,000	REAL
SUN LIFE INSURANCE CO OF CANADA	$ 34,178,320	$ 32,169,000	REAL
SYMONDS STEPHAN M	$ 1,330,000	$ 1,200,000	REAL
TARGET CORPORATION AS OWNER	$ 5,523,470	$ 5,523,470	REAL

TCI 600 LAS COLINAS INC	$	80,837,780	$	74,750,000	REAL
TEXAS FLORIDA CEDARS LP	$	8,651,960	$	7,800,000	REAL
TEXAS PARK MANOR LP	$	8,800,000	$	8,250,000	REAL
TEXAS SFI PARTNERSHIP 37 LTD	$	34,000,000	$	33,400,000	REAL
TMIF II BRIDGEPORT LP	$	26,250,000	$	23,625,000	REAL
TP APARTMENTS LLC	$	5,415,830	$	4,851,730	REAL
TP APARTMENTS LLC	$	2,063,170	$	1,848,270	REAL
TR ATRIUM LP	$	14,215,000	$	13,500,000	REAL
TR ATRIUM LP	$	7,215,000	$	7,100,000	REAL
TRELLIS PLACE DUPLEXES LTD	$	14,428,000	$	13,300,000	REAL
URBAN TOWNE LAKE APARTMENTS LP	$	24,000,000	$	23,500,000	REAL
VELAZQUEZ CELIA &	$	1,100,000	$	1,000,000	REAL
VILLAS ESTANCIA APARTMENTS LLC	$	18,525,000	$	14,500,000	REAL
WALGREENS CO AS OWNER	$	2,293,980	$	2,163,320	REAL
WALGREENS CO AS OWNER	$	1,376,640	$	1,298,230	REAL
WALGREENS CO AS OWNER	$	2,351,530	$	2,217,600	REAL
WALGREENS CO AS OWNER	$	2,293,980	$	2,293,980	REAL
WALGREENS CO AS OWNER	$	1,376,640	$	1,376,640	REAL
WALGREENS CO AS OWNER	$	2,351,530	$	2,351,530	REAL
WALNUT HILL TX PARTNERS LLC	$	51,000,000	$	47,000,000	REAL
WESTDALE BROOKSTONE/TERRACE LP	$	14,400,000	$	12,960,000	REAL
WESTDALE BROOKSTONE/TERRACE LP	$	17,750,000	$	16,950,000	REAL
WESTDALE LAKERIDGE	$	15,950,000	$	15,000,000	REAL
WESTDALE POLARIS PARTNERS	$	13,400,000	$	12,700,000	REAL
WESTDALE PPTIES AMERICA I	$	15,850,000	$	15,000,000	REAL
WESTDALE WOODMEADE LTD	$	23,700,000	$	21,400,000	REAL
WESTGATE MULTIFAMILY LLC	$	4,358,000	$	3,993,000	REAL
WESTGATE MULTIFAMILY LLC	$	3,988,000	$	3,665,000	REAL
WESTGATE MULTIFAMILY LLC	$	23,524,000	$	20,946,000	REAL
WESTGATE MULTIFAMILY LLC	$	10,130,000	$	9,098,000	REAL
WOODCHASE & CLARENDON APTS LLC	$	15,388,870	$	12,270,670	PERSONAL
WOODCHASE & CLARENDON APTS LLC	$	5,931,130	$	4,729,330	REAL
WOODSIDE VILLAS IRVING LLC	$	13,000,000	$	12,100,000	REAL
WOODWIND APARTMENTS	$	5,193,000	$	5,100,000	REAL
WOODWIND APARTMENTS	$	400,000	$	400,000	REAL
WWC XLV LP	$	59,000,000	$	55,500,000	REAL
TOTAL	$	3,666,014,860	$	3,358,196,980	

IRVING Independent School District

CONSENT AGENDA

10/19/2026

TOPIC

Consider Approval Of Resolution And Order No. 26-27-06 Authorizing August Final Revised Amendment To The 2025-2026 Budget

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

In accordance with Texas Education Code Sec. 44.006, “Public funds of the school district may not be spent in any manner other than as provided for in the budget adopted by the board of trustees, but the board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses.”

ADMINISTRATIVE RECOMMENDATION

The Administration recommends approving Resolution and Order No. 26-27-06 There are no changes to the districts total budgeted revenue and total appropriations.

RECOMMENDED BOARD MOTION

I move the Board approve Resolution and Order No. 26-27-06.

MEETING DATE

10/19/2026

RESOLUTION NO.

26-27-06

TOPIC

Consider Approval Of Resolution And Order No. 26-27-06 Authorizing August Final Revised Amendment To The 2025-2026 Budget

WHEREAS,

The Board Of Trustees Of The Irving Independent School District Heretofore Adopted The District's Budget For The 2025-2026 Fiscal Year Which Contained Estimates Of Resources And Revenues For The Year From Various Sources, And Included Various Capital Projects And Purchases To Be Undertaken During The Fiscal Year, Together With The Estimated Costs Thereof; And

NOW, THEREFORE, BE IT RESOLVED

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE IRVING INDEPENDENT SCHOOL DISTRICT THAT THE TRUSTEES ADOPT THE FOLLOWING ORDER THAT

IT IS SO RESOLVED, PASSED, APPROVED AND ENACTED by the Board of Trustees of the Irving Independent School District, Irving, Texas, on: 10/19/2026 at a duly constituted meeting for which notice was timely given.

_____
AD Jenkins, President
Board of Trustees
Irving Independent School District

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees
Irving Independent School District

APPROVED AS TO FORM ONLY:

_____
Wesley Nute
Chief Legal Counsel
Irving Independent School District

Date: October 19, 2026

To: Fernando Natividad, Chief Financial Officer

From: Mahdia Lalee, Director of Business Operations

Subject: Final Revised August Amendment to the 2025-2026 Budget

General Operating Fund

Total budgeted appropriations and other uses increase by $0 which is summarized as follows:

Appropriations:

- Increases (decreases) to budget for other transfers:

Function 11 – Instruction	0	
Function 12 – Library	0	
Function 13 – Staff Development	0	
Function 21 – Instructional Administration	0	
Function 23 – School Administration	(65,000)	
Function 31 – Guidance and Counseling	0	
Function 33 - Health Services	0	
Function 34 – Pupil Transportation	0	
Function 36 – Extra-Curricular Activities	0	
Function 41 – General Administration	0	
Function 51 – Maintenance and Operation	0	
Function 53 – Data Processing Services	65,000	0
		$ 0

Food Service and Debt Service Fund

There are no proposed budget changes to the Food Service and Debt Service Fund.

Revised August Amendments to the 2025-2026 Budget

Increasing revenue to	$429,131,004
Increasing appropriations to	$431,024,486

	Approved Amended Budget	Proposed Amendments	Amended Budget
Revenue:			
General Operating Fund	$335,098,131	-	$335,098,131
Food Service Fund	25,826,548	-	$25,826,548
Debt Service Fund	68,206,325	-	$68,206,325
	$429,131,004	-	$429,131,004
Appropriations:			
General Operating Fund	336,428,158	-	$336,428,158
Food Service Fund	26,440,003	-	26,440,003
Debt Service Fund	68,156,325	-	68,156,325
	$431,024,486	-	$431,024,486
Net Decrease to General Operating Fund Balance		-	
Net Decrease to Food Service Fund Balance		-	
Net Decrease to Debt Service Fund Balance		-	

IRVING INDEPENDENT SCHOOL DISTRICT
OFFICIAL DISTRICT BUDGET
GENERAL OPERATING FUND
August 2026 BUDGET AMENDMENT

	ORIGINAL BUDGET	PROPOSED AMENDMENTS TO ORIGINAL BUDGET	APPROVED AMENDED BUDGET	PROPOSED AMENDMENTS	NEW AMENDED BUDGET
REVENUE:					
LOCAL RESOURCES:					
5711 TAXES CURRENT YEAR	156,071,373	-	156,071,373	-	156,071,373
5712 DELINQUENT TAXES	231,565	-	231,565	-	231,565
5719 OTHER TAX RELATED REVENUE	452,677	-	452,677	-	452,677
TOTAL TAXES	156,755,615	-	156,755,615	-	156,755,615
OTHER LOCAL REVENUE:					
5735 SUMMER SCHOOL	-	-	-	-	-
5738 PARKING FEES	4,500	-	4,500	-	4,500
5739 OTHER TUITION AND FEES	100,000	-	100,000	-	100,000
5742 INVESTMENT EARNINGS	250,000	-	250,000	-	250,000
5743 RENTAL OF FACILITIES	50,000	-	50,000	-	50,000
5744 GIFTS AND BEQUESTS	70,000	11,348	81,348	-	81,348
5745 NET INSURANCE RECOVERY	6,000	-	6,000	-	6,000
5746 TIF TAXES COLLECTED	-	-	-	-	-
5749 MISCELLANEOUS	200,000	3,000	203,000	-	203,000
5752 ATHLETIC	-	-	-	-	-
5755 ACTIVITY FUND RECEIPTS	1,000,000	542,254	1,542,254	-	1,542,254
5766 CONCURRENT ENROLLMENT	25,000	-	25,000	-	25,000
5767 IRVING SCHOOL FOUNDATION	-	215,664	215,664	-	215,664
5769 REVENUE FROM INTERMEDIATE	44,500	-	44,500	-	44,500
TOTAL OTHER LOCAL RESOURCES	1,750,000	772,266	2,522,266	-	2,522,266
TOTAL LOCAL RESOURCES	158,505,615	772,266	159,277,881	-	159,277,881
STATE RESOURCES:					
5811 PER CAPITA	-	-	-	-	-
5812 FOUNDATION ENTITLEMENTS	162,751,250	-	162,751,250	-	162,751,250
5819 FOUNDATION SUMMER SCHOOL	-	-	-	-	-
5829 TEA/NON-FOUNDATION REVENUE	-	-	-	-	-
5831 STATE T.R.S. ON BEHALF	11,000,000	-	11,000,000	-	11,000,000
TOTAL STATE RESOURCES	173,751,250	-	173,751,250	-	173,751,250
FEDERAL RESOURCES:					
5929 FEDERAL REVENUE - INDIRECT COST	300,000	-	300,000	-	300,000
5931 SHARS REIMBURSEMENT	1,519,000	-	1,519,000	-	1,519,000
5946 BABS SUBSIDY	-	-	-	-	-
5949 R.O.T.C. REIMBURSEMENT	250,000	-	250,000	-	250,000
TOTAL FEDERAL RESOURCES	2,069,000	-	2,069,000	-	2,069,000
TOTAL REVENUES	334,325,865	772,266	335,098,131	-	335,098,131
OTHER SOURCES					
7912 SALE OF FIXED ASSETS	-	-	-	-	-
7915 INTERFUND TRANSFERS IN	-	-	-	-	-
TOTAL OTHER SOURCES	-	-	-	-	-
TOTAL REVENUE AND OTHER SOURCES	334,325,865	772,266	335,098,131	-	335,098,131

IRVING INDEPENDENT SCHOOL DISTRICT
OFFICIAL DISTRICT BUDGET
GENERAL OPERATING FUND
August 2026 BUDGET AMENDMENT

		ORIGINAL BUDGET	PROPOSED AMENDMENTS TO ORIGINAL BUDGET	APPROVED AMENDED BUDGET	PROPOSED AMENDMENTS	NEW AMENDED BUDGET
EXPENDITURES:						
00	Indirect Costs	-	-	-	-	-
11	Instruction	204,661,330	(9,124,130)	195,537,200	-	195,537,200
12	Library	3,444,302	74,446	3,518,748	-	3,518,748
13	Staff Development	4,491,688	(217,987)	4,273,701	-	4,273,701
21	Instructional Administration	7,089,982	1,056,021	8,146,003	-	8,146,003
23	School Administration	19,878,807	634,941	20,513,748	(65,000)	20,448,748
31	Counseling Services	16,251,799	4,324,199	20,575,998	-	20,575,998
32	Attendance Services	403,668	1,450	405,118	-	405,118
33	Health Services	3,590,278	16,983	3,607,261	-	3,607,261
34	Pupil Transportation	12,647,031	(456,676)	12,190,355	-	12,190,355
35	Food Services	797,929	-	797,929	-	797,929
36	Extra-Curricular Activities	6,822,974	779,460	7,602,434	-	7,602,434
41	General Administration	13,851,860	(2,362,135)	11,489,725	-	11,489,725
51	Maintenance	25,951,381	5,488,937	31,440,318	-	31,440,318
52	Security	5,393,286	1,443,141	6,836,427	-	6,836,427
53	Data Processing	4,979,592	757,726	5,737,318	65,000	5,802,318
61	Community Services	3,065,904	(689,258)	2,376,646	-	2,376,646
71	Debt Service	-	-	-	-	-
81	Facilities	-	253,500	253,500	-	253,500
95	Payments to JJAEP	-	-	190,000	-	190,000
97	Payments to Tax Increment Funds	190,000	-	-	-	-
99	Intergovernmental Charges	782,242	-	847,428.00	-	847,428.00
	TOTAL EXPENDITURES	334,294,053	1,980,618	336,339,857	-	336,339,857
OTHER USES						
8911	Interfund Transfers Out	-	88,301	88,301	-	88,301
TOTAL EXPENDITURES AND OTHER USES		334,294,053	2,068,919	336,428,158	-	336,428,158
EXCESS (DEFICIENCY) REVENUES OVER EXPENDITURES		31,812	2,841,185	(1,330,027)	-	(1,330,027)
EST. BEGINNING FUND BALANCE		80,676,152	-	80,676,152	-	80,676,152
ENDING FUND BALANCE		80,707,964	2,841,185	79,346,125	-	79,346,125

IRVING INDEPENDENT SCHOOL DISTRICT
OFFICIAL DISTRICT BUDGET
FOOD SERVICE
August 2026 BUDGET AMENDMENT

	ORIGINAL BUDGET	APPROVED AMENDMENTS	APPROVED AMENDED BUDGET	PROPOSED AMENDMENTS	NEW AMENDED BUDGET
REVENUE:					
LOCAL RESOURCES:					
5742 INVESTMENT EARNINGS	80,000	-	80,000	-	80,000
5751 FOOD SERVICES	625,000	-	625,000	-	625,000
5755 ACTIVITY FUND RECEIPTS	-	-	-	-	-
TOTAL LOCAL RESOURCES	705,000	-	705,000	-	705,000
STATE RESOURCES:					
5829 STATE MATCH - FOOD SERVICE	120,000	-	120,000	-	120,000
TOTAL STATE RESOURCES	120,000	-	120,000	-	120,000
FEDERAL RESOURCES:					
5921 SCHOOL BREAKFAST PROGRAM	6,097,851	-	6,097,851	-	6,097,851
5922 NATIONAL SCHOOL LUNCH PROGRAM	17,203,697	-	17,203,697	-	17,203,697
5923 USDA DONATED COMMODITIES	1,500,000	-	1,500,000	-	1,500,000
5939 SUMMER FEEDING PROGRAM	200,000	-	200,000	-	200,000
TOTAL FEDERAL RESOURCES	25,001,548	-	25,001,548	-	25,001,548
TOTAL REVENUE AND OTHER SOURCES	25,826,548	-	25,826,548	-	25,826,548
EXPENDITURES:					
35 Food Services	25,394,093	781,764	26,175,857	-	26,175,857
36 Extra-Curricular Activities	-	-	-	-	-
51 Maintenance & Operations	257,493	6,653	264,146	-	264,146
81 Facilities	-	-	-	-	-
TOTAL EXPENDITURES	25,651,586	788,417	26,440,003	-	26,440,003
OTHER USES					
8911 Interfund Transfers Out	-	-	-	-	-
TOTAL EXPENDITURES AND OTHER USES	25,651,586	788,417	26,440,003	-	26,440,003
EXCESS (DEFICIENCY) REVENUES OVER EXPENDITURES	174,962	(788,417)	(613,455)		(613,455)
EST. BEGINNING FUND BALANCE	7,881,753	-	7,881,753	-	7,881,753
ENDING FUND BALANCE	8,056,715	(788,417)	7,268,298	-	7,268,298

IRVING INDEPENDENT SCHOOL DISTRICT
OFFICIAL DISTRICT BUDGET
DEBT SERVICE
August 2026 BUDGET AMENDMENT

	ORIGINAL BUDGET	APPROVED AMENDMENTS	APPROVED AMENDED BUDGET	PROPOSED AMENDMENTS	NEW AMENDED BUDGET
REVENUE:					
LOCAL RESOURCES:					
5711 TAXES CURRENT YEAR	64,969,192	-	64,969,192	-	64,969,192
5712 DELINQUENT TAXES	100,000	-	100,000	-	100,000
5719 OTHER TAX RELATED REVENUE	-	-	-	-	-
TOTAL TAXES	65,069,192	-	65,069,192	-	65,069,192
OTHER LOCAL REVENUE:					
5742 INVESTMENT EARNINGS	300,000	-	300,000	-	300,000
5799 ISD-TNT ADJUSTMENT	-		-		-
TOTAL OTHER LOCAL SOURCES	300,000	-	300,000	-	300,000
TOTAL LOCAL RESOURCES	65,369,192	-	65,369,192	-	65,369,192
STATE RESOURCES:					
5829 TEA/NON-FOUNDATION REVENUE	2,837,133	-	2,837,133	-	2,837,133
TOTAL STATE RESOURCES	2,837,133	-	2,837,133	-	2,837,133
TOTAL REVENUES	68,206,325	-	68,206,325	-	68,206,325
OTHER SOURCES :					
7911 SALE OF BONDS	-	-		-	
7915 INTERFUND TRANSFERS IN	-	-		-	
7916 PREMIUM (DISCOUNT) BONDS PAYABLE	-	-		-	
TOTAL OTHER SOURCES	-	-	-	-	-
TOTAL REVENUE AND OTHER SOURCES	68,206,325	-	68,206,325	-	68,206,325
EXPENDITURES:					
71 DEBT SERVICE	68,156,325	-	68,156,325	-	68,156,325
TOTAL EXPENDITURES	68,156,325	-	68,156,325	-	68,156,325
OTHER USES :					
8949 REFUNDING BONDS	-	-		-	
TOTAL EXPENDITURES AND OTHER USES	68,156,325	-	68,156,325	-	68,156,325
EXCESS (DEFICIENCY) REVENUES OVER EXPENDITURES	50,000	-	50,000	-	50,000
EST. BEGINNING FUND BALANCE	9,468,431	-	9,468,431	-	9,468,431
ENDING FUND BALANCE	9,518,431	-	9,518,431	-	9,518,431

TOPIC

Consider Approval Of Resolution No. 26-27-03 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3402 Gilbert Road, Grand Prairie, Texas

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The foreclosed property at 3402 Gilbert Road, Grand Prairie, Texas is currently a vacant tract of land. It was struck off to the taxing entities due to non-payment of property tax back in the 2022. This summer we had Linebarger hold a sealed bid sale & we received two offers. We have accepted the winning bid of $55,000.00.

ADMINISTRATIVE RECOMMENDATION

Consider Approval of Resolution No. 26-27-03 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3402 Gilbert Road, Grand Prairie, Texas.

RECOMMENDED BOARD MOTION

Consider Approval of Resolution No. 26-27-03 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3402 Gilbert Road, Grand Prairie, Texas.

MEETING DATE

10/19/2026

RESOLUTION NO.

26-27-03

TOPIC

Consider Approval Of Resolution No. 26-27-03 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3402 Gilbert Road, Grand Prairie, Texas

WHEREAS,

By This Resolution, The Irving Independent School District, As Trustee For Itself And The Other Taxing Authorities Is Authorized To Resell This Struck Off Parcel Of Land, Which Did Not Receive A Sufficient Bid As Set By Law And To Execute A Quitclaim Deed For Said Parcel Conveying The Right, Title, And Interest Acquired Or Held By The Irving Independent School District As Party To The Judgment Foreclosing Tax Liens, And

NOW, THEREFORE, BE IT RESOLVED

The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Hereby Approves And Authorizes The Public Or Private Sale The Parcel Of Land Shown In Exhibit “A,” Attached Hereto And Made A Part Hereof And The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Under Section 34.05(H) Of The Texas Tax Code.

IT IS SO RESOLVED, PASSED, APPROVED AND ENACTED by the Board of Trustees of the Irving Independent School District, Irving, Texas, on: 10/19/2026 at a duly constituted meeting for which notice was timely given.

_____
AD Jenkins, President
Board of Trustees
Irving Independent School District

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees
Irving Independent School District

APPROVED AS TO FORM ONLY:

_____
Wesley Nute
Legal Counsel
Irving Independent School District

RESOLUTION NO. 26-27-03

RESOLUTION OF THE IRVING INDEPENDENT SCHOOL DISTRICT OF THE COUNTY OF DALLAS, TEXAS TO RESELL TAX FORECLOSED PROPERTY BY PUBLIC OR PRIVATE SALE, TO THE HIGHEST QUALIFIED PURCHASER, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE.

WHEREAS, this matter was briefed to the Board of Trustees for the Irving Independent School District, Dallas County, Texas, "the Board" hereinafter, on October 19, 2026, wherein the Board agreed to use this form of Resolution to provide consent to sell specific properties to the highest qualified purchaser by public or private sale; and

WHEREAS, several parcels of land were offered for sale by the Sheriff of Dallas County, Texas, at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalty and interest, and court costs; and

WHEREAS, a parcel of land which did not receive a sufficient bid as set by law was struck off to the Irving Independent School District, the County of Dallas and City of Grand Prairie (Taxing Authorities) pursuant to Section 34.01(j) of the Texas Tax Code; and

WHEREAS, by this resolution, the Irving Independent School District, as Trustee for itself and the other Taxing Authorities is authorized to resell this struck off parcel of land, which did not receive a sufficient bid as set by law and to execute a quitclaim deed for said parcel conveying the right, title, and interest acquired or held by the Irving Independent School District as party to the judgment foreclosing tax liens, and

WHEREAS, the Board desires to resell said parcel in an expeditious manner pursuant to Section 34.05 of the Property Tax Code.

NOW THEREFORE, BE IT RESOLVED BY THE IRVING INDEPENDENT SCHOOL DISTRICT THAT:

Section 1.

The Board of Trustees for the Irving Independent School District, Dallas County, Texas hereby approves and authorizes the public or private sale the parcel of land shown in Exhibit "A," attached hereto and made a part hereof and the Board of Trustees for the Irving Independent School District, Dallas County, Texas under Section 34.05(h) of the Texas Tax Code.

Section 2.

This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this _____ day of _____, 2026 by the Board of Trustees, Irving Independent School District, Dallas County, Texas.

APPROVED:

_____
A.D. JENKINS, PRESIDENT

ATTEST:

_____
LISA LOBB, SECRETARY

APPROVED AS TO FORM:

_____
WESLEY NUTE, GENERAL COUNSEL

Exhibit A

Acct. No. 65118383510180000; BEING A TRACT OF MORE OR LESS 1.42 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 92077 PAGE 3831 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3402 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

QUITCLAIM DEED

THE STATE OF TEXAS §

COUNTY OF DALLAS § KNOW ALL PERSONS BY THESE PRESENTS:

THAT the Irving Independent School District, Texas, a political subdivision of the State of Texas, for itself, and as trustee for the County of Dallas, and the City of Grand Prairie, (hereinafter "Grantors"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00), and other good and valuable consideration, the receipt of which is hereby acknowledged, releases, quitclaims and surrenders to the below-named Grantee such title or interest as Grantors may have acquired, if any, by virtue of the tax foreclosure proceedings whereby it became a purchaser of the tax title under a sheriff's sale, as shown by a Sheriff's Deed, recorded in Instrument Number 202200212174 of the Official Public Record of Dallas, Texas, and by these presents does hereby release, quitclaim and surrender, subject to the terms, conditions, provisions, and restrictions herein set forth unto Jonathan Rocha, "Grantee" herein, all Grantors' right, title and interest, if any, save and except any interest not acquired by said Sheriff's Deed; any and all easements, rights-of-way, and prescriptive rights, whether of record or not of record, including but not limited to those in favor of Grantors, all presently recorded instruments that affect the property, and subsequent taxes and assessments for prior years due to changes in land usage, ownership, or both, the payment of which Grantee assumes in and to the following described real property situated in Dallas County, Texas ("Property"), to wit:

> Being Acct. No. 65118383510180000; BEING A TRACT OF MORE OR LESS 1.42 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 92077 PAGE 3831 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3402 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS.

This Quitclaim is made subject to and Grantee acknowledges the right of redemption as provided in Sections 34.05 and 34.21 of the Texas Property Code.

IN ACCEPTING THE QUITCLAIM OF THE PROPERTY, GRANTEE EXPRESSLY ACCEPTS THE PROPERTY IN "AS IS" CONDITION, WITH ALL ITS FAULTS AND PENALTIES, IF ANY. GRANTEE RELEASES ALL CLAIMS AND CAUSES OF ACTION, AT LAW OR IN EQUITY, GRANTEE MAY HAVE AGAINST GRANTORS, THEIR ELECTED OFFICIALS, DIRECTORS, OFFICERS, AGENTS, COUNSEL AND EMPLOYEES, FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION IN CONNECTION WITH THE BIDDING, TERMS, CONDITIONS, AND SALE OF THIS PROPERTY. THIS RELEASE IS BINDING ON GRANTEE'S SUCCESSORS, HEIRS, AND ASSIGNS.

GRANTEE IS NOT RELYING ON ANY REPRESENTATIONS OR DISCLOSURES BY GRANTORS IN CONNECTION WITH THE PURCHASE OF THE PROPERTY. GRANTEE EXPRESSLY ASSUMES RESPONSIBILITY FOR ANY ENVIRONMENTAL, HAZARDOUS OR REGULATED MATERIAL PROBLEMS ON OR WITH THE PROPERTY AND ANY PUBLIC NUISANCES OR HEALTH, SAFETY OR FIRE HAZARDS. GRANTEE ASSUMES TITLE HEREUNDER SUBJECT TO POST JUDGMENT TAXES, INCLUDING THE PRO RATA PROPERTY TAXES FOR THE REMAINING PART OF THE THEN CURRENT CALENDAR YEAR, ASSESSED FROM THE DATE OF EXECUTION OF THIS QUITCLAIM DEED.

ONLY THE AD VALOREM PROPERTY TAX LIENS FOR THE TAX YEARS IN THE FORECLOSURE PROCEEDING(S) AND THE IDENTIFIED HEALTH AND SAFETY CODE LIENS IN CAUSE NUMBERS TX-06-40632 AND TX-19-00978 IN THE DISTRICT COURTS, DALLAS COUNTY, TEXAS, ARE DISCHARGED AND EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE. GRANTEE IS RESPONSIBLE AND LIABLE FOR THE POST JUDGMENT TAX LIENS AND UNIDENTIFIED HEALTH AND SAFETY CODE LIENS, WHICH ARE NOT DISCHARGED AND/OR EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE TO GRANTEE.

TO HAVE AND TO HOLD, subject to the aforesaid, all of our right, title and interest, if any, in and to the above described property and premises, unto the said Grantee, his heirs, successors, and assigns forever, so that Grantors and all other relevant taxing authorities, their legal representatives, successors and assigns shall not have, claim or demand any right, title, or interest to the aforesaid property, premises or appurtenances or any part thereof, subject to the exceptions and reservations herein stated.

EXECUTED this the _____ day of _____ A.D., 2026.

IRVING INDEPENDENT SCHOOL DISTRICT

_____
A.D. Jenkins, President
Board of Trustees

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees

ACKNOWLEDGMENT

THE STATE OF TEXAS §

COUNTY OF DALLAS §

This instrument was acknowledged before me on the _____ day of _____, 2026, by A.D. Jenkins, President for the Irving Independent School District, Dallas County, Texas, a political subdivision of the State of Texas, and as trustee on behalf of the taxing units receiving tax title under the Sheriff's Deed pursuant to Chapter 34 of the Texas Property Tax Code.

_____
Notary Public, State of Texas
My Commission Expires _____

RETURN TO:
Linebarger Goggan Blair & Sampson, LLP
Attn: LaToya Hunter
3500 Maple Avenue, Suite 800
Dallas, TX 75219

GRANTOR ADDRESS:
Irving Independent School District
P.O. Box 152021
Irving, TX 75015-2021

GRANTEE ADDRESS:
Jonathan Rocha
828 Patricia Street
Irving, TX 75060

TOPIC

Consider Approval Of Resolution No. 26-27-04 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3310 Gilbert Road, Grand Prairie, Texas

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The foreclosed property at 3310 Gilbert Road, Grand Prairie, Texas is currently a vacant tract of land. It was struck off to the taxing entities due to non-payment of property tax back in the 1980's. This summer we had Linebarger hold a sealed bid sale & we received two offers. We have accepted the winning bid of $79,000.00.

ADMINISTRATIVE RECOMMENDATION

Consider Approval of Resolution No. 26-27-04 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3310 Gilbert Road, Grand Prairie, Texas.

RECOMMENDED BOARD MOTION

Consider Approval of Resolution No. 26-27-04 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3310 Gilbert Road, Grand Prairie, Texas.

MEETING DATE

10/19/2026

RESOLUTION NO.

26-27-04

TOPIC

Consider Approval Of Resolution No. 26-27-04 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3310 Gilbert Road, Grand Prairie, Texas

WHEREAS,

By This Resolution, The Irving Independent School District, As Trustee For Itself And The Other Taxing Authorities Is Authorized To Resell This Struck Off Parcel Of Land, Which Did Not Receive A Sufficient Bid As Set By Law And To Execute A Quitclaim Deed For Said Parcel Conveying The Right, Title, And Interest Acquired Or Held By The Irving Independent School District As Party To The Judgment Foreclosing Tax Liens, And

NOW, THEREFORE, BE IT RESOLVED

The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Hereby Approves And Authorizes The Public Or Private Sale The Parcel Of Land Shown In Exhibit “A,” Attached Hereto And Made A Part Hereof And The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Under Section 34.05(H) Of The Texas Tax Code.

IT IS SO RESOLVED, PASSED, APPROVED AND ENACTED by the Board of Trustees of the Irving Independent School District, Irving, Texas, on: 10/19/2026 at a duly constituted meeting for which notice was timely given.

_____
AD Jenkins, President
Board of Trustees
Irving Independent School District

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees
Irving Independent School District

APPROVED AS TO FORM ONLY:

_____
Wesley Nute
Legal Counsel
Irving Independent School District

RESOLUTION NO. 26-27-04

RESOLUTION OF THE IRVING INDEPENDENT SCHOOL DISTRICT OF THE COUNTY OF DALLAS, TEXAS TO RESELL TAX FORECLOSED PROPERTY BY PUBLIC OR PRIVATE SALE, TO THE HIGHEST QUALIFIED PURCHASER, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE.

WHEREAS, this matter was briefed to the Board of Trustees for the Irving Independent School District, Dallas County, Texas, "the Board" hereinafter, on October 19, 2026, wherein the Board agreed to use this form of Resolution to provide consent to sell specific properties to the highest qualified purchaser by public or private sale; and

WHEREAS, several parcels of land were offered for sale by the Sheriff of Dallas County, Texas, at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalty and interest, and court costs; and

WHEREAS, a parcel of land which did not receive a sufficient bid as set by law was struck off to the Irving Independent School District, the County of Dallas and City of Grand Prairie (Taxing Authorities) pursuant to Section 34.01(j) of the Texas Tax Code; and

WHEREAS, by this resolution, the Irving Independent School District, as Trustee for itself and the other Taxing Authorities is authorized to resell this struck off parcel of land, which did not receive a sufficient bid as set by law and to execute a quitclaim deed for said parcel conveying the right, title, and interest acquired or held by the Irving Independent School District as party to the judgment foreclosing tax liens, and

WHEREAS, the Board desires to resell said parcel in an expeditious manner pursuant to Section 34.05 of the Property Tax Code.

NOW THEREFORE, BE IT RESOLVED BY THE IRVING INDEPENDENT SCHOOL DISTRICT THAT:

Section 1.

The Board of Trustees for the Irving Independent School District, Dallas County, Texas hereby approves and authorizes the public or private sale the parcel of land shown in Exhibit "A," attached hereto and made a part hereof and the Board of Trustees for the Irving Independent School District, Dallas County, Texas under Section 34.05(h) of the Texas Tax Code.

Section 2.

This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this _____ day of _____, 2026 by the Board of Trustees, Irving Independent School District, Dallas County, Texas.

APPROVED:

_____
A.D. JENKINS, PRESIDENT

ATTEST:

_____
LISA LOBB, SECRETARY

APPROVED AS TO FORM:

_____
WESLEY NUTE, GENERAL COUNSEL

Exhibit A

Acct. No. 65118383510210000; BEING A TRACT OF MORE OR LESS 1.435 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 87129 PAGE 2224 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3310 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

QUITCLAIM DEED

THE STATE OF TEXAS §

COUNTY OF DALLAS § KNOW ALL PERSONS BY THESE PRESENTS:

THAT the Irving Independent School District, a political subdivision of the State of Texas, for itself, and as trustee for the County of Dallas, and the City of Grand Prairie, (hereinafter "Grantors"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00), and other good and valuable consideration, the receipt of which is hereby acknowledged, releases, quitclaims and surrenders to the below-named Grantee such title or interest as Grantors may have acquired, if any, by virtue of the tax foreclosure proceedings whereby it became a purchaser of the tax title under a sheriff's sale, as shown by a Sheriff's Deed, recorded in Instrument Number 198701298113 of the Official Public Record of Dallas, Texas, and by these presents does hereby release, quitclaim and surrender, subject to the terms, conditions, provisions, and restrictions herein set forth unto Jonathan Rocha, "Grantee" herein, all Grantors' right, title and interest, if any, save and except any interest not acquired by said Sheriff's Deed; any and all easements, rights-of-way, and prescriptive rights, whether of record or not of record, including but not limited to those in favor of Grantors, all presently recorded instruments that affect the property, and subsequent taxes and assessments for prior years due to changes in land usage, ownership, or both, the payment of which Grantee assumes in and to the following described real property situated in Dallas County, Texas ("Property"), to wit:

> Being Acct. No. 65118383510210000; BEING A TRACT OF MORE OR LESS 1.435 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 87129 PAGE 2224 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3310 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS.

This Quitclaim is made subject to and Grantee acknowledges the right of redemption as provided in Sections 34.05 and 34.21 of the Texas Property Code.

IN ACCEPTING THE QUITCLAIM OF THE PROPERTY, GRANTEE EXPRESSLY ACCEPTS THE PROPERTY IN "AS IS" CONDITION, WITH ALL ITS FAULTS AND PENALTIES, IF ANY. GRANTEE RELEASES ALL CLAIMS AND CAUSES OF ACTION, AT LAW OR IN EQUITY, GRANTEE MAY HAVE AGAINST GRANTORS, THEIR ELECTED OFFICIALS, DIRECTORS, OFFICERS, AGENTS, COUNSEL AND EMPLOYEES, FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION IN CONNECTION WITH THE BIDDING, TERMS, CONDITIONS, AND SALE OF THIS PROPERTY. THIS RELEASE IS BINDING ON GRANTEE'S SUCCESSORS, HEIRS, AND ASSIGNS.

GRANTEE IS NOT RELYING ON ANY REPRESENTATIONS OR DISCLOSURES BY GRANTORS IN CONNECTION WITH THE PURCHASE OF THE PROPERTY. GRANTEE EXPRESSLY ASSUMES RESPONSIBILITY FOR ANY ENVIRONMENTAL, HAZARDOUS OR REGULATED MATERIAL PROBLEMS ON OR WITH THE PROPERTY AND ANY PUBLIC NUISANCES OR HEALTH, SAFETY OR FIRE HAZARDS. GRANTEE ASSUMES TITLE HEREUNDER SUBJECT TO POST JUDGMENT TAXES, INCLUDING THE PRO RATA PROPERTY TAXES FOR THE REMAINING PART OF THE THEN CURRENT CALENDAR YEAR, ASSESSED FROM THE DATE OF EXECUTION OF THIS QUITCLAIM DEED.

ONLY THE AD VALOREM PROPERTY TAX LIENS FOR THE TAX YEARS IN THE FORECLOSURE PROCEEDING(S) AND THE IDENTIFIED HEALTH AND SAFETY CODE LIENS IN CAUSE NUMBER 86-40062-T-I IN THE DISTRICT COURTS, DALLAS COUNTY, TEXAS, ARE DISCHARGED AND EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE. GRANTEE IS RESPONSIBLE AND LIABLE FOR THE POST JUDGMENT TAX LIENS AND UNIDENTIFIED HEALTH AND SAFETY CODE LIENS, WHICH ARE NOT DISCHARGED AND/OR EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE TO GRANTEE.

TO HAVE AND TO HOLD, subject to the aforesaid, all of our right, title and interest, if any, in and to the above described property and premises, unto the said Grantee, his heirs, successors, and assigns forever, so that Grantors and all other relevant taxing authorities, their legal representatives, successors and assigns shall not have, claim or demand any right, title, or interest to the aforesaid property, premises or appurtenances or any part thereof, subject to the exceptions and reservations herein stated.

EXECUTED this the _____ day of _____ A.D., 2026.

IRVING INDEPENDENT SCHOOL DISTRICT

_____
A.D. Jenkins, President
Board of Trustees

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees

ACKNOWLEDGMENT

THE STATE OF TEXAS §

COUNTY OF DALLAS §

This instrument was acknowledged before me on the _____ day of _____, 2026, by A.D. Jenkins, President for the Irving Independent School District, Dallas County, Texas, a political subdivision of the State of Texas, and as trustee on behalf of the taxing units receiving tax title under the Sheriff's Deed pursuant to Chapter 34 of the Texas Property Tax Code.

_____
Notary Public, State of Texas

My Commission Expires _____

RETURN TO:
Linebarger Goggan Blair & Sampson, LLP
Attn: LaToya Hunter
3500 Maple Avenue, Suite 800
Dallas, TX 75219

GRANTOR ADDRESS:
Irving Independent School District
P.O. Box 152021
Irving, TX 75015-2021

GRANTEE ADDRESS:
Jonathan Rocha
828 Patricia Street
Irving, TX 75060

IRVING
Independent School District

CONSENT AGENDA

10/19/2026

TOPIC

Consider Approval Of Resolution No. 26-27-05 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3312 Gilbert Road, Grand Prairie, Texas.

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The foreclosed property at 3312 Gilbert Road, Grand Prairie, Texas is currently a vacant tract of land. It was struck off to the taxing entities due to non-payment of property tax back in the 1980's. This summer we had Linebarger hold a sealed bid sale & we received two offers. We have accepted the winning bid of $55,000.00.

ADMINISTRATIVE RECOMMENDATION

Consider Approval of Resolution No. 26-27-05 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3312 Gilbert Road, Grand Prairie, Texas.

RECOMMENDED BOARD MOTION

Consider Approval of Resolution No. 26-27-05 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3312 Gilbert Road, Grand Prairie, Texas

MEETING DATE

10/19/2026

RESOLUTION NO.

26-27-05

TOPIC

Consider Approval Of Resolution No. 26-27-05 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3312 Gilbert Road, Grand Prairie, Texas.

WHEREAS,

By This Resolution, The Irving Independent School District, As Trustee For Itself And The Other Taxing Authorities Is Authorized To Resell This Struck Off Parcel Of Land, Which Did Not Receive A Sufficient Bid As Set By Law And To Execute A Quitclaim Deed For Said Parcel Conveying The Right, Title, And Interest Acquired Or Held By The Irving Independent School District As Party To The Judgment Foreclosing Tax Liens, And

NOW, THEREFORE, BE IT RESOLVED

The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Hereby Approves And Authorizes The Public Or Private Sale The Parcel Of Land Shown In Exhibit “A,” Attached Hereto And Made A Part Hereof And The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Under Section 34.05(H) Of The Texas Tax Code.

IT IS SO RESOLVED, PASSED, APPROVED AND ENACTED by the Board of Trustees of the Irving Independent School District, Irving, Texas, on: 10/19/2026 at a duly constituted meeting for which notice was timely given.

_____
AD Jenkins, President
Board of Trustees
Irving Independent School District

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees
Irving Independent School District

APPROVED AS TO FORM ONLY:

_____
Wesley Nute
Legal Counsel
Irving Independent School District

RESOLUTION NO. 26-27-05

RESOLUTION OF THE IRVING INDEPENDENT SCHOOL DISTRICT OF THE COUNTY OF DALLAS, TEXAS TO RESELL TAX FORECLOSED PROPERTY BY PUBLIC OR PRIVATE SALE, TO THE HIGHEST QUALIFIED PURCHASER, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE.

WHEREAS, this matter was briefed to the Board of Trustees for the Irving Independent School District, Dallas County, Texas, "the Board" hereinafter, on October 19, 2026, wherein the Board agreed to use this form of Resolution to provide consent to sell specific properties to the highest qualified purchaser by public or private sale; and

WHEREAS, several parcels of land were offered for sale by the Sheriff of Dallas County, Texas, at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalty and interest, and court costs; and

WHEREAS, a parcel of land which did not receive a sufficient bid as set by law was struck off to the Irving Independent School District, the County of Dallas and City of Grand Prairie (Taxing Authorities) pursuant to Section 34.01(j) of the Texas Tax Code; and

WHEREAS, by this resolution, the Irving Independent School District, as Trustee for itself and the other Taxing Authorities is authorized to resell this struck off parcel of land, which did not receive a sufficient bid as set by law and to execute a quitclaim deed for said parcel conveying the right, title, and interest acquired or held by the Irving Independent School District as party to the judgment foreclosing tax liens, and

WHEREAS, the Board desires to resell said parcel in an expeditious manner pursuant to Section 34.05 of the Property Tax Code.

NOW THEREFORE, BE IT RESOLVED BY THE IRVING INDEPENDENT SCHOOL DISTRICT THAT:

Section 1.

The Board of Trustees for the Irving Independent School District, Dallas County, Texas hereby approves and authorizes the public or private sale the parcel of land shown in Exhibit "A," attached hereto and made a part hereof and the Board of Trustees for the Irving Independent School District, Dallas County, Texas under Section 34.05(h) of the Texas Tax Code.

Section 2.

This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this _____ day of _____, 2026 by the Board of Trustees, Irving Independent School District, Dallas County, Texas.

APPROVED:

_____
A.D. JENKINS, PRESIDENT

ATTEST:

_____
LISA LOBB, SECRETARY

APPROVED AS TO FORM:

_____
WESLEY NUTE, GENERAL COUNSEL

Exhibit A

Acct. No. 65118383510240000; BEING A TRACT OF MORE OR LESS 1.430 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 72130 PAGE 2345 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3312 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

QUITCLAIM DEED

THE STATE OF TEXAS §

COUNTY OF DALLAS § KNOW ALL PERSONS BY THESE PRESENTS:

THAT the Irving Independent School District, Texas, a political subdivision of the State of Texas, for itself, and as trustee for the County of Dallas, and the City of Grand Prairie, (hereinafter "Grantors"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00), and other good and valuable consideration, the receipt of which is hereby acknowledged, releases, quitclaims and surrenders to the below-named Grantee such title or interest as Grantors may have acquired, if any, by virtue of the tax foreclosure proceedings whereby it became a purchaser of the tax title under a sheriff's sale, as shown by a Sheriff's Deed, recorded in Instrument Number 198902050634 of the Official Public Record of Dallas, Texas, and by these presents does hereby release, quitclaim and surrender, subject to the terms, conditions, provisions, and restrictions herein set forth unto Jonathan Rocha, "Grantee" herein, all Grantors' right, title and interest, if any, save and except any interest not acquired by said Sheriff's Deed; any and all easements, rights-of-way, and prescriptive rights, whether of record or not of record, including but not limited to those in favor of Grantors, all presently recorded instruments that affect the property, and subsequent taxes and assessments for prior years due to changes in land usage, ownership, or both, the payment of which Grantee assumes in and to the following described real property situated in Dallas County, Texas ("Property"), to wit:

> Being Acct. No. 65118383510240000; BEING A TRACT OF MORE OR LESS 1.430 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 72130 PAGE 2345 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3312 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS.

This Quitclaim is made subject to and Grantee acknowledges the right of redemption as provided in Sections 34.05 and 34.21 of the Texas Property Code.

IN ACCEPTING THE QUITCLAIM OF THE PROPERTY, GRANTEE EXPRESSLY ACCEPTS THE PROPERTY IN "AS IS" CONDITION, WITH ALL ITS FAULTS AND PENALTIES, IF ANY. GRANTEE RELEASES ALL CLAIMS AND CAUSES OF ACTION, AT LAW OR IN EQUITY, GRANTEE MAY HAVE AGAINST GRANTORS, THEIR ELECTED OFFICIALS, DIRECTORS, OFFICERS, AGENTS, COUNSEL AND EMPLOYEES, FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION IN CONNECTION WITH THE BIDDING, TERMS, CONDITIONS, AND SALE OF THIS PROPERTY. THIS RELEASE IS BINDING ON GRANTEE'S SUCCESSORS, HEIRS, AND ASSIGNS.

GRANTEE IS NOT RELYING ON ANY REPRESENTATIONS OR DISCLOSURES BY GRANTORS IN CONNECTION WITH THE PURCHASE OF THE PROPERTY. GRANTEE EXPRESSLY ASSUMES RESPONSIBILITY FOR ANY ENVIRONMENTAL, HAZARDOUS OR REGULATED MATERIAL PROBLEMS ON OR WITH THE PROPERTY AND ANY PUBLIC NUISANCES OR HEALTH, SAFETY OR FIRE HAZARDS. GRANTEE ASSUMES TITLE HEREUNDER SUBJECT TO POST JUDGMENT TAXES, INCLUDING THE PRO RATA PROPERTY TAXES FOR THE REMAINING PART OF THE THEN CURRENT CALENDAR YEAR, ASSESSED FROM THE DATE OF EXECUTION OF THIS QUITCLAIM DEED.

ONLY THE AD VALOREM PROPERTY TAX LIENS FOR THE TAX YEARS IN THE FORECLOSURE PROCEEDING(S) AND THE IDENTIFIED HEALTH AND SAFETY CODE LIENS IN CAUSE NUMBER 88-40755-T-M IN THE DISTRICT COURTS, DALLAS COUNTY, TEXAS, ARE DISCHARGED AND EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE. GRANTEE IS RESPONSIBLE AND LIABLE FOR THE POST JUDGMENT TAX LIENS AND UNIDENTIFIED HEALTH AND SAFETY CODE LIENS, WHICH ARE NOT DISCHARGED AND/OR EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE TO GRANTEE.

TO HAVE AND TO HOLD, subject to the aforesaid, all of our right, title and interest, if any, in and to the above described property and premises, unto the said Grantee, his heirs, successors, and assigns forever, so that Grantors and all other relevant taxing authorities, their legal representatives, successors and assigns shall not have, claim or demand any right, title, or interest to the aforesaid property, premises or appurtenances or any part thereof, subject to the exceptions and reservations herein stated.

EXECUTED this the _____ day of _____ A.D., 2026.

IRVING INDEPENDENT SCHOOL DISTRICT

_____
A.D. Jenkins, President
Board of Trustees

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees

ACKNOWLEDGMENT

THE STATE OF TEXAS §

COUNTY OF DALLAS §

This instrument was acknowledged before me on the _____ day of _____, 2026, by A.D. Jenkins, President for the Irving Independent School District, Dallas County, Texas, a political subdivision of the State of Texas, and as trustee on behalf of the taxing units receiving tax title under the Sheriff's Deed pursuant to Chapter 34 of the Texas Property Tax Code.

_____
Notary Public, State of Texas

My Commission Expires _____

RETURN TO:
Linebarger Goggan Blair & Sampson, LLP
Attn: LaToya Hunter
3500 Maple Avenue, Suite 800
Dallas, TX 75219

GRANTOR ADDRESS:

Irving Independent School District
P.O. Box 152021
Irving, TX 75015-2021

GRANTEE ADDRESS:
Jonathan Rocha
828 Patricia Street
Irving, TX 75060

TOPIC

Consider Approval Of Resolution No. 26-27-06 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3400 Gilbert Road, Grand Prairie, Texas.

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

The foreclosed property at 3400 Gilbert Road, Grand Prairie, Texas is currently a vacant tract of land. It was struck off to the taxing entities due to non-payment of property tax back in the 1980's. This summer we had Linebarger hold a sealed bid sale & we received two offers. We have accepted the winning bid of $53,000.00.

ADMINISTRATIVE RECOMMENDATION

Consider Approval of Resolution No. 26-27-06 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3400 Gilbert Road, Grand Prairie, Texas.

RECOMMENDED BOARD MOTION

Consider Approval of Resolution No. 26-27-06 and Quitclaim Deed Conveying the interest of Irving Independent School District, for itself and as Trustee for the County of Dallas and the City of Grand Prairie in tax foreclosed property located at 3400 Gilbert Road, Grand Prairie, Texas.

MEETING DATE

10/19/2026

RESOLUTION NO.

26-27-06

TOPIC

Consider Approval Of Resolution No. 26-27-06 And Quitclaim Deed Conveying The Interest Of Irving Independent School District, For Itself And As Trustee For The County Of Dallas And The City Of Grand Prairie In Tax Foreclosed Property Located At 3400 Gilbert Road, Grand Prairie, Texas.

WHEREAS,

By This Resolution, The Irving Independent School District, As Trustee For Itself And The Other Taxing Authorities Is Authorized To Resell This Struck Off Parcel Of Land, Which Did Not Receive A Sufficient Bid As Set By Law And To Execute A Quitclaim Deed For Said Parcel Conveying The Right, Title, And Interest Acquired Or Held By The Irving Independent School District As Party To The Judgment Foreclosing Tax Liens, And

NOW, THEREFORE, BE IT RESOLVED

The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Hereby Approves And Authorizes The Public Or Private Sale The Parcel Of Land Shown In Exhibit “A,” Attached Hereto And Made A Part Hereof And The Board Of Trustees For The Irving Independent School District, Dallas County, Texas Under Section 34.05(H) Of The Texas Tax Code.

IT IS SO RESOLVED, PASSED, APPROVED AND ENACTED by the Board of Trustees of the Irving Independent School District, Irving, Texas, on: 10/19/2026 at a duly constituted meeting for which notice was timely given.

_____
AD Jenkins, President
Board of Trustees
Irving Independent School District

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees
Irving Independent School District

APPROVED AS TO FORM ONLY:

_____
Wesley Nute
Legal Counsel
Irving Independent School District

RESOLUTION NO. 26-27-06

RESOLUTION OF THE IRVING INDEPENDENT SCHOOL DISTRICT OF THE COUNTY OF DALLAS, TEXAS TO RESELL TAX FORECLOSED PROPERTY BY PUBLIC OR PRIVATE SALE, TO THE HIGHEST QUALIFIED PURCHASER, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE.

WHEREAS, this matter was briefed to the Board of Trustees for the Irving Independent School District, Dallas County, Texas, "the Board" hereinafter, on October 19, 2026, wherein the Board agreed to use this form of Resolution to provide consent to sell specific properties to the highest qualified purchaser by public or private sale; and

WHEREAS, several parcels of land were offered for sale by the Sheriff of Dallas County, Texas, at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalty and interest, and court costs; and

WHEREAS, a parcel of land which did not receive a sufficient bid as set by law was struck off to the Irving Independent School District, the County of Dallas and City of Grand Prairie (Taxing Authorities) pursuant to Section 34.01(j) of the Texas Tax Code; and

WHEREAS, by this resolution, the Irving Independent School District, as Trustee for itself and the other Taxing Authorities is authorized to resell this struck off parcel of land, which did not receive a sufficient bid as set by law and to execute a quitclaim deed for said parcel conveying the right, title, and interest acquired or held by the Irving Independent School District as party to the judgment foreclosing tax liens, and

WHEREAS, the Board desires to resell said parcel in an expeditious manner pursuant to Section 34.05 of the Property Tax Code.

NOW THEREFORE, BE IT RESOLVED BY THE IRVING INDEPENDENT SCHOOL DISTRICT THAT:

Section 1.

The Board of Trustees for the Irving Independent School District, Dallas County, Texas hereby approves and authorizes the public or private sale the parcel of land shown in Exhibit "A," attached hereto and made a part hereof and the Board of Trustees for the Irving Independent School District, Dallas County, Texas under Section 34.05(h) of the Texas Tax Code.

Section 2.

This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this _____ day of _____, 2026 by the Board of Trustees, Irving Independent School District, Dallas County, Texas.

APPROVED:

_____
A.D. JENKINS, PRESIDENT

ATTEST:

_____
LISA LOBB, SECRETARY

APPROVED AS TO FORM:

_____
WESLEY NUTE, GENERAL COUNSEL

Exhibit A

Acct. No. 65118383510190000; BEING A TRACT OF MORE OR LESS 1.435 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 90195 PAGE 2840 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3400 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

QUITCLAIM DEED

THE STATE OF TEXAS §

COUNTY OF DALLAS § KNOW ALL PERSONS BY THESE PRESENTS:

THAT the Irving Independent School District, Texas, a political subdivision of the State of Texas, for itself, and as trustee for the County of Dallas, and the City of Grand Prairie, (hereinafter "Grantors"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00), and other good and valuable consideration, the receipt of which is hereby acknowledged, releases, quitclaims and surrenders to the below-named Grantee such title or interest as Grantors may have acquired, if any, by virtue of the tax foreclosure proceedings whereby it became a purchaser of the tax title under a sheriff's sale, as shown by a Sheriff's Deed, recorded in Instrument Number 199101956996 of the Official Public Record of Dallas, Texas, and by these presents does hereby release, quitclaim and surrender, subject to the terms, conditions, provisions, and restrictions herein set forth unto Jonathan Rocha, "Grantee" herein, all Grantors' right, title and interest, if any, save and except any interest not acquired by said Sheriff's Deed; any and all easements, rights-of-way, and prescriptive rights, whether of record or not of record, including but not limited to those in favor of Grantors, all presently recorded instruments that affect the property, and subsequent taxes and assessments for prior years due to changes in land usage, ownership, or both, the payment of which Grantee assumes in and to the following described real property situated in Dallas County, Texas ("Property"), to wit:

> Being Acct. No. 65118383510190000; BEING A TRACT OF MORE OR LESS 1.435 ACRES IN THE JOHN C. READ SURVEY, ABSTRACT NO. 1183 OUT OF THE HENRY JONES 14.745 ACRE TRACT, AN ADDITION IN THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS, AS SHOWN BY THE DEED RECORDED IN VOLUME 90195 PAGE 2840 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 3400 GILBERT ROAD, THE CITY OF GRAND PRAIRIE, DALLAS COUNTY, TEXAS.

This Quitclaim is made subject to and Grantee acknowledges the right of redemption as provided in Sections 34.05 and 34.21 of the Texas Property Code.

IN ACCEPTING THE QUITCLAIM OF THE PROPERTY, GRANTEE EXPRESSLY ACCEPTS THE PROPERTY IN "AS IS" CONDITION, WITH ALL ITS FAULTS AND PENALTIES, IF ANY. GRANTEE RELEASES ALL CLAIMS AND CAUSES OF ACTION, AT LAW OR IN EQUITY, GRANTEE MAY HAVE AGAINST GRANTORS, THEIR ELECTED OFFICIALS, DIRECTORS, OFFICERS, AGENTS, COUNSEL AND EMPLOYEES, FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION IN CONNECTION WITH THE BIDDING, TERMS, CONDITIONS, AND SALE OF THIS PROPERTY. THIS RELEASE IS BINDING ON GRANTEE'S SUCCESSORS, HEIRS, AND ASSIGNS.

GRANTEE IS NOT RELYING ON ANY REPRESENTATIONS OR DISCLOSURES BY GRANTORS IN CONNECTION WITH THE PURCHASE OF THE PROPERTY. GRANTEE EXPRESSLY ASSUMES RESPONSIBILITY FOR ANY ENVIRONMENTAL, HAZARDOUS OR REGULATED MATERIAL PROBLEMS ON OR WITH THE PROPERTY AND ANY PUBLIC NUISANCES OR HEALTH, SAFETY OR FIRE HAZARDS. GRANTEE ASSUMES TITLE HEREUNDER SUBJECT TO POST JUDGMENT TAXES, INCLUDING THE PRO RATA PROPERTY TAXES FOR THE REMAINING PART OF THE THEN CURRENT CALENDAR YEAR, ASSESSED FROM THE DATE OF EXECUTION OF THIS QUITCLAIM DEED.

ONLY THE AD VALOREM PROPERTY TAX LIENS FOR THE TAX YEARS IN THE FORECLOSURE PROCEEDING(S) AND THE IDENTIFIED HEALTH AND SAFETY CODE LIENS IN CAUSE NUMBER 89-41377-T-K IN THE DISTRICT COURTS, DALLAS COUNTY, TEXAS, ARE DISCHARGED AND EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE. GRANTEE IS RESPONSIBLE AND LIABLE FOR THE POST JUDGMENT TAX LIENS AND UNIDENTIFIED HEALTH AND SAFETY CODE LIENS, WHICH ARE NOT DISCHARGED AND/OR EXTINGUISHED BY VIRTUE OF THIS CONVEYANCE TO GRANTEE.

TO HAVE AND TO HOLD, subject to the aforesaid, all of our right, title and interest, if any, in and to the above described property and premises, unto the said Grantee, his heirs, successors, and assigns forever, so that Grantors and all other relevant taxing authorities, their legal representatives, successors and assigns shall not have, claim or demand any right, title, or interest to the aforesaid property, premises or appurtenances or any part thereof, subject to the exceptions and reservations herein stated.

EXECUTED this the _____ day of _____ A.D., 2026.

IRVING INDEPENDENT SCHOOL DISTRICT

_____
A.D. Jenkins, President
Board of Trustees

ATTEST:

_____
Lisa Lobb, Secretary
Board of Trustees

ACKNOWLEDGMENT

THE STATE OF TEXAS §

COUNTY OF DALLAS §

This instrument was acknowledged before me on the _____ day of _____, 2026, by A.D. Jenkins, President for the Irving Independent School District, Dallas County, Texas, a political subdivision of the State of Texas, and as trustee on behalf of the taxing units receiving tax title under the Sheriff's Deed pursuant to Chapter 34 of the Texas Property Tax Code.

_____
Notary Public, State of Texas
My Commission Expires _____

RETURN TO:
Linebarger Goggan Blair & Sampson, LLP
Attn: LaToya Hunter
3500 Maple Avenue, Suite 800
Dallas, TX 75219

GRANTOR ADDRESS:
Irving Independent School District
P.O. Box 152021
Irving, TX 75015-2021

GRANTEE ADDRESS:
Jonathan Rocha
828 Patricia Street
Irving, TX 75060

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Approval Of The 2026-2027 Campus Improvement Plans

PRESENTED BY

AHNA GOMEZ

BACKGROUND

The Texas Education Code (TEC §11.253) requires each principal and campus decision-making team to develop, review annually, and revise the Campus Improvement Plan (CIP). The CIP directs and supports the improvement of student performance for all student populations.

The 2026-2027 Campus Improvement Plans have been attached for your review and consideration for approval.

ADMINISTRATIVE RECOMMENDATION

RECOMMENDED BOARD MOTION

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Approval Of The 2026-2027 Campus Improvement Plans

Irving Independent School District

Barton Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:31 AM

Mission Statement

At Barton Elementary School, we are committed to inspiring and preparing students to be lifelong learners, problem-solvers, and leaders through a collaborative, inclusive environment that values creativity and innovation.

Vision

At Barton Elementary, 100% of students will achieve proficiency in reading and math while developing critical thinking, problem-solving skills, and creativity to shape and lead their future.

Value Statement

BE H.E.R.D. (Helpful, Excellent, Respectful, Determined)

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 12

Perceptions 15

Priority Problem Statements 18

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 23

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 24

Goals 25

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 26

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 39

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 44

State Compensatory Education 45

Budget for Barton Elementary School 46

Personnel for Barton Elementary School 46

Title I Summary 47

Title I Personnel 48

Comprehensive Needs Assessment

Demographics

Summary

School History:
Barton Elementary opened in 1956 and has served the Irving community for 70 years. Over time, the campus has continued to evolve in response to the changing needs of its students and families while maintaining a strong commitment to academic growth, belonging, and student success. Barton's campus identity is centered around **BE H.E.R.D. — Helpful, Excellent, Respectful, and Determined** — which reflects the expectations and values promoted across the school community. In recent years, Barton has also expanded opportunities for STEM learning, strengthened intervention systems, and increased family and community engagement.

Key Stakeholders and Community Partners:
Barton's key stakeholders include students, families, teachers, paraprofessionals, campus leadership, the Campus Improvement Committee, and community partners. Community partnerships provide additional support for students and families through resources, enrichment, basic-needs assistance, and educational opportunities. Current partners include the **Irving Schools Foundation**, which supports the campus through resources such as uniforms, food assistance, and grants, as well as other local organizations and community partners that collaborate with the school throughout the year.

Section 504:
Eleven students, representing approximately **1.3%** of Barton's student population, receive services through Section 504. This rate is below both the district rate of 4.2% and the statewide rate of 6.5%.

Discipline History:
In 2025-26, 62 distinct students received at least one suspension, resulting in 120 total suspensions. African American/Black students represented 3.3% of campus enrollment, or 28 students, but accounted for 25.0% of suspensions, with 30 suspensions involving seven students. White students represented 1.9% of enrollment and accounted for 10.0% of suspensions. Hispanic students represented 93.5% of students enrolled on May 29, 2026 and accounted for 64.2% of suspensions. These data indicate a need to continue monitoring disciplinary outcomes by student group and to strengthen consistent implementation of restorative practices, PBIS supports, and early behavior interventions. Historical comparison data from 2024-25 will be reviewed alongside current-year suspension and discretionary referral data to monitor trends and disproportionality.

Tardies:
Barton monitors student tardiness as part of its overall attendance systems. Students who arrive after the start of the instructional day check in through the front office, and patterns of repeated tardiness are addressed through parent communication and campus attendance interventions.

Demographics Summary:
Barton Elementary serves **816 students**, down from 838 students the previous year. Approximately **88.8% of students identify as Hispanic**, and **76.6% are classified as Emergent Bilinguals**, remaining relatively consistent with the prior year. The campus serves a high percentage of students with additional educational and economic needs, including **90.0% economically disadvantaged students**, **13.6% receiving Special Education services**, **1.3% receiving Section 504 services (11 students)**, and 2.3% identified as homeless.

Gifted and Talented students represent **17.3% of enrollment**, compared with 18.4% the previous year. The campus mobility rate is **12.7%**, down from 14%, while student attrition is **16.8%**. These demographic factors continue to inform campus planning, resource allocation, intervention systems, and supports for students and families.

Staffing Changes:
Barton Elementary continues to experience staffing transitions while building systems to support instructional consistency and staff development. For the 2026-27 school year, eight of 39 core teachers are new to Barton, and 21.9% of teachers are in their first year of teaching. Three of the four Title I-funded positions also experienced staffing changes. **Erica Rios, Intervention Specialist; Fernanda Arzola, Title I General Aide; and Rosa Chavez-Valle, Parent Liaison** are new to their respective roles and join returning Intervention Specialist **Claudia Coeto**. These staffing changes reinforce the need for structured onboarding, mentoring, coaching, and ongoing professional learning to support staff effectiveness and retention.

Dropout rate: Not applicable for an elementary campus.

Strengths

- **Low chronic absenteeism:** 8.4% chronic absenteeism rate in 2025-26. Of the 871 students enrolled for at least 83% of the year (the state's chronic absenteeism denominator), 798 (91.6%) attended at least 90% of the time and 73 were chronically absent.
- **Low student mobility**: 12.7% total mobility rate, below both the district (15.9%) and state (15.7%) averages — meaning Barton retains a comparatively higher share of its enrolled students throughout the year.
- **Strong bilingual/ESL program capacity**: 76.6% of students are EB/EL, and 44.1% are served in Bilingual/ESL Education, far exceeding district (40.4%) and state (18.4%) rates. Staffing matches this need — 19.6% of teachers are in Bilingual/ESL Education, more than double the district rate (9.4%).
- **Staff-student demographic alignment**: 76.3% of teachers are Hispanic, closely reflecting the 88.8% Hispanic student population, supporting cultural and linguistic responsiveness. Total minority staff is 84.2%, above district (69.0%) and state (56.2%).
- **Small class sizes**: Grade 1 (11.1), Grade 2 (13.6), Grade 3 (12.8), and Grade 4 (12.1) all run below district and well below state averages, supporting more individualized instruction.
- **Minimal grade retention**: Retention rates by grade are at or near 0% across nearly every grade level, in both general and special education populations — reflecting strong promotion and progress-monitoring practices.
- **Strong GT identification**: 17.3% of students are identified Gifted and Talented, above the district rate (16.0%) and almost double the state rate (9.0%) — notable for a campus with 90% economically disadvantaged and 76.6% EB students, populations often under-identified for GT nationally.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism remains elevated at 8.4%, with 73 students falling below the 90% attendance threshold despite campus-wide attendance initiatives.	Campus attendance systems have not consistently identified high-risk students early enough or coordinated individualized interventions and community-resource support before students reach chronic absenteeism thresholds.
2 ★	21.9% of the campus's teaching staff are beginning teachers (Year 1), more than 1.7 times the district rate (12.8%) and over 3 times the state rate (6.6%), while teachers with 11+ years of experience remain below both district and state benchmarks.	High-poverty, high-EB campus staffing challenges combined with limited structured mentoring and induction support may be contributing to a concentration of novice teachers, impacting instructional consistency for the campus's most vulnerable student populations.
3	90.0% of students are economically disadvantaged, significantly exceeding the district rate (85.4%) and state rate (59.9%), placing the campus at elevated risk for gaps in access to enrichment, technology, and out-of-school learning resources.	The campus does not have a coordinated system to identify which students lack access to enrichment, technology, and out-of-school learning, or to match those students to campus-provided supports (extended-day tutoring, device checkout, and enrichment opportunities). Current extended-day offerings are not targeted, scheduled, or tracked by student need.
4 ★	African American/Black students made up 3.3% of enrollment (28 students) in 2025-26 but received 25.0% of all suspensions (30 of 120), a rate more than seven times their share of enrollment.	Discipline data are not reviewed by student group during the year, and Tier 2 behavior supports and restorative alternatives are not consistently used before discretionary removals, so disproportionate referral patterns were not identified or addressed early.

★ = Priority

Student Learning

Summary

Barton Elementary's 2025-26 STAAR data indicate persistent performance gaps in all core content areas, with 56% of students reaching Approaches, 30% at Meets, and 11% at Masters overall — a slight improvement over last year's 57%/28%/7%. Reading continued to outperform Math and Science, with Science remaining the campus's weakest area (47% Approaches, 5% Masters). Special Education students showed the most significant gaps, with only 26% reaching Approaches and 2% reaching Masters. TELPAS composite growth data show limited progress for English Learners, with roughly half of students remaining at the same proficiency level year over year and only 27% advancing a full composite level, confirming continued difficulty moving students beyond the Intermediate range.

MAP Growth history: In Math, 50% of grade 3-5 students and 50% of K-2 students met projected growth in 2024-25, and 59% of K-5 students met projected growth in 2025-26. In Reading, 49% of K-5 students met projected growth in 2025-26. By student group in 2025-26, 30% of Special Education students met Reading growth (16% in Spanish Reading) and 40% met Math growth, and 36% of African American students met Math growth compared to 58% of Hispanic students.

Barton Elementary is identified as a Comprehensive Support and Improvement (CSI) campus for 2026-27, based on a Closing the Gaps Domain score of 54 (F), driven primarily by a 0% Academic Growth component score.

Strengths

- **Masters-level growth**: The percentage of students reaching Masters grade level overall improved to 11%, with Reading leading at 16% Masters — showing the campus's highest-performing students are being pushed toward advanced proficiency, not just minimum bar-clearing.
- **Reading outperforms other content areas**: 59% Approaches, 34% Meets, and 16% Masters in Reading — the strongest results across all tested subjects, suggesting current reading instruction/intervention structures are working relatively well and could inform Math/Science practice.
- **Advanced TELPAS movement at the top end**: Among students already at Composite Level 3, 19 of 60 (32%) advanced to Level 4 — the strongest single-level advancement rate of any TELPAS band, showing that EL students nearing proficiency are being well-supported to cross the finish line.
- **Solid Level 1→2 TELPAS movement**: 89 of 212 students (42%) at Composite Level 1 advanced to Level 2, indicating foundational English language instruction is effectively moving beginning ELs forward.
- **Continuously enrolled students show stronger MAP performance**: Students continuously enrolled at Barton average a 195.98 RIT score (51st percentile) — well above the campus average (177.37, 45.86 percentile) — suggesting that when students stay enrolled for a full academic cycle, Barton's instructional model produces stronger outcomes. This points to continuity of enrollment (not just instruction quality) as a lever for improvement.
- **High Focus subgroup performance in STAAR**: The "High Focus" student group posted 83% Approaches and 50% Meets overall — meaningfully higher than several other subgroups, suggesting targeted support structures for this population are functioning as intended.
- **RTI implementation:** The master schedule protects a daily Tier 2/Tier 3 intervention block for every grade level. Students are identified for intervention using MAP Growth (BOY, MOY, EOY), Circle (PK), and STAAR results, and are served by two Title I-funded Intervention Specialists, one for Reading and one for Math, along with classroom teachers. Intervention groups are progress monitored every 3-4 weeks, and student movement between tiers is decided in grade-level PLTs.
- **How formative data changes instruction:** Teacher-led PLTs review common formative assessments and MAP data at each testing window to regroup students, adjust pacing, and plan reteach lessons. Beginning in 2026-27, PLTs also review each student's progress toward individual growth targets so that instruction is planned around growth, not proficiency alone.
- **HB 1416 accelerated instruction:** Students in grades 3-5 who did not achieve Approaches Grade Level on STAAR Reading or Math in 2026 receive accelerated instruction as required by HB 1416, delivered in small groups. In addition, the campus Herd Heroes program pairs each grade 4-5 student who did not meet on STAAR 2026 with a staff member who follows up with that student throughout the year, beginning with the 92 students who did not meet on both tests.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 30% of students reached Meets Grade Level or above on STAAR overall in 2025-26, and only 11% reached Masters.	Core instruction may not be consistently providing the rigor, pacing, or Tier 1 differentiation needed to move students from Approaches to Meets/Masters, particularly if intervention time is concentrated on Does Not Meet students at the expense of stretching mid- and high-performing students.
2 ★	Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.	IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.
3 ★	TELPAS composite growth data show that roughly half of EB students (53% at Level 1, 60% at Level 2) remained at the same composite level year over year, with only 27% of all EB students advancing a full level.	Language instruction may be insufficiently differentiated by proficiency level, and content-area teachers may lack consistent training in embedding ESL strategies (e.g., linguistic accommodations, sentence stems, structured output) needed to accelerate language acquisition alongside content learning.
4 ★	Science is the campus's weakest tested content area, with only 47% of students reaching Approaches and just 5% reaching Masters -- both notably lower than Reading and Math performance.	Limited instructional minutes, materials, or embedded practice for Science (a subject often deprioritized in elementary schedules relative to Reading/Math) may be resulting in underdeveloped content vocabulary and application skills needed for STAAR Science.
5	Non-continuously enrolled students show substantially lower MAP performance (RIT 160.23, 39th percentile) compared to continuously enrolled students (RIT 195.98, 51st percentile) -- a nearly 36-point RIT gap.	Barton does not have a structured onboarding protocol for students who enroll after the start of the year. New students are not screened with MAP or Circle within their first two weeks, prior records and intervention plans are not consistently reviewed, and new students are often not placed in Tier 2/3 groups until the next testing window, which delays intervention by up to a semester.

6 ★	Barton Elementary is a Comprehensive Support and Improvement (CSI) reidentified campus, with a Closing the Gaps Domain score of 54 (F) in 2025-26, including an Academic Growth component score of 0 out of 24 possible points (0%) on the STAAR Growth Progress Measure in Reading and Mathematics.	Instructional pacing and progress-monitoring practices may not be calibrated to the state's Growth Progress Measure methodology, and current practice may place greater emphasis on proficiency status than on individual student growth trajectories.
7 ★	In 2025-26, PK4 students in English classrooms showed no growth in Rapid Letter Naming on Circle (50% proficient at both the beginning and end of the year), and Social-Emotional Behaviors proficiency in Spanish PK4 classrooms declined 12 points (91% to 79%).	PK small-group instruction has not included a daily, explicit letter-naming routine with frequent progress checks, and structured SEL routines were not consistently sustained in Spanish PK4 classrooms after the start of the year.

★ = Priority

School Processes & Programs

Summary

Instructional Team:

- Instructional Team and Team Leads lead the PLCs for all grade levels, with a growing capacity-building focus. Teachers have begun leading PLTs (Professional Learning Teams) themselves this year.
- We have two interventionists: one focused on Reading and one focused on Math.
- Colleague collaboration remains a relative strength, with 78% of staff reporting colleagues' ideas are helpful; supporting this shift toward teacher-led PLTs.

Curricular:

- The master schedule allows for tier 2 and 3 instruction for all grade levels.

Organizational:

- We have several committees for our teachers to participate in, including Sunshine, Community Involvement, and PBIS/ Student Culture.
- Staff-reported input into professional development individualization has declined sharply (teachers 25%, down 28 points; staff 39%, down 24 points) — worth watching as teacher-led PLTs expand, since teacher voice in PD design and PLT leadership go hand in hand.
- School-Family Communication remains strong at 88%, and Staff-Family Relationships at 87%, indicating current communication channels/processes with families are effective.
- Family Engagement is low at 20% - a process gap worth addressing, since it's the one area where families showing up/ communicating isn't translating into deeper engagement in school activities or decision-making.
- **Recruitment:** Campus leadership attends district recruiting events to promote Barton, and candidates are interviewed by a campus panel that includes administrators and grade-level team leads. Priority is given to candidates holding bilingual/ESL certification to match the 76.6% Emergent Bilingual student population.
- **School safety**: Safety is monitored through required emergency drills, front-entrance visitor procedures, and student perception data. On the Spring 2026 Panorama survey, 66% of students responded favorably on School Safety (about the 70th percentile nationally), and 87% reported low concern about online bullying. Support for new and struggling teachers: New teachers attend district new-teacher induction and are assigned a campus mentor. For 2026-27, the mentor program meets monthly rather than holding a single kickoff, with completion tracked every 9 weeks. Struggling teachers receive coaching cycles from the Academic Specialist and administrators based on walkthrough and T-TESS data.
- **Bullying, drug, and violence prevention:** Barton uses PBIS with campus-wide BE H.E.R.D. expectations, counselor-led guidance lessons on bullying prevention and conflict resolution, drug prevention activities, and restorative conversations after behavior incidents. Bullying reports are investigated and documented by campus administration.
- **Student transitions:** Incoming PK and Kindergarten families are supported through registration and orientation events, and 5th graders are prepared for middle school through transition activities with the counselor.
- **College and career readiness:** Students explore college and career pathways through counselor career lessons and campus college and career awareness activities, and the 17.3% of students identified as Gifted and Talented receive enrichment services.
- **Onboarding:** Beginning in 2026-27, students who enroll mid-year will be screened with MAP or Circle within two weeks and placed in intervention through a new onboarding protocol.

Strengths

- **Growing teacher leadership capacity**: Teachers have begun leading PLTs (Professional Learning Teams) themselves this year, building instructional leadership capacity beyond the Instructional Team and Team Leads — a meaningful shift toward distributed leadership.
- **Dedicated, focused intervention staffing**: Two interventionists provide targeted support with clear subject specialization (one Reading, one Math), allowing for deeper expertise rather than spread-thin generalist support.
- **Strong colleague collaboration**: 78% of staff report colleagues' ideas are helpful, supporting effective PLC/PLT functioning

and reflecting a collaborative instructional culture that can sustain the shift to teacher-led teams.

- **Master schedule supports tiered instruction**: The schedule is intentionally built to allow Tier 2 and Tier 3 instruction for all grade levels, ensuring intervention time is protected and accessible campus-wide rather than incidental.
- **Multiple avenues for staff involvement**: Standing committees (Sunshine, Community Involvement, PBIS/Student Culture) give teachers structured ways to contribute to campus culture and decision-making beyond the classroom.
- **Strong evaluation practices**: Evaluation ranks around the 70th-80th percentile nationally for both teachers (58%) and staff (61%), indicating the campus's evaluation/feedback system is a genuine strength relative to peer schools.
- **Excellent family-facing communication**: School-Family Communication (88%) and Staff-Family Relationships (87%) both score highly, showing that current communication structures and processes with families are working well.
- **Strong school climate and fit**: School Climate (85%, 80th percentile) and School Fit (79%, 80th percentile) both significantly outperform national benchmarks, with children's respect for staff at 96% — suggesting programs and processes around building a positive campus culture are effective.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Staff and teacher input into professional development individualization has declined sharply (staff 39%, down 24 points; teachers 25%, down 28 points), even as teachers begin taking on more PLT leadership responsibility.	PD planning processes may not have been adjusted to solicit or incorporate teacher/staff voice as the campus shifts toward teacher-led PLTs, creating a mismatch between the increased leadership being asked of teachers and their actual input into the professional learning that supports it.
2 ★	Teacher confidence in school leadership declined 18 points to 57% from the prior survey to Spring 2026, including a 25-point drop in confidence that leaders have the school's best interests in mind (to 64%) and an 18-point drop in staff-faculty trust (to 57%).	Communication or decision-making processes between campus leadership and instructional staff may not be keeping pace with the amount of organizational change underway (new teacher-led PLT structure, staffing shifts), leaving staff feeling less informed or included in leadership decisions.
3 ★	Teacher confidence in student behavior management declined 26 points to 41% from the prior survey to Spring 2026, with confidence in leadership support for behavioral issues at 29% (down 27 points) and rule-enforcement consistency at 36% (down 31 points).	Current PBIS/behavior support systems and referral processes may lack consistent implementation or visible leadership backing across classrooms, leading teachers to feel unsupported when behavior escalates beyond Tier 1 management.
4	Family Engagement remains low at 20%, well below other family-facing metrics like School-Family Communication (88%) and Staff-Family Relationships (87%).	Current family-facing processes may be effective at one-way communication (updates, notices, conferences) but may not include structured opportunities for families to actively participate in school programs, committees, or decision-making. A gap between informing families and engaging them.
5	Teacher well-being ranks around the 10th percentile nationally (49%), with sharp declines in feeling excited (43%, down 15 points) and happy at work (50%, down 14 points), coinciding with the leadership and behavior-management declines above.	The combination of reduced input into PD, declining trust in leadership, and unsupported behavior management may be compounding to erode teacher morale, suggesting these problem areas are interconnected rather than isolated.

★ = Priority

Perceptions

Summary

Student Feedback (Grades 3-5, Panorama Spring 2026, 408 responses):
Students report a mixed picture. **School Safety** is a genuine strength at 66% (around the 70th percentile), with online bullying concerns particularly low (87% favorable). **Rigorous Expectations** improved 5 points to 61% but still ranks only around the 20th percentile nationally; students report limited opportunities to explain their reasoning (45% favorable), pointing to a gap in academic challenge and deeper learning. **School Climate declined 7 points to 44%** (40th percentile), driven by a steep 14-point drop in perceived building cleanliness (36%) and low marks on rule-following (26%). Students are also reporting more disrespectful behavior toward peers (down 7 points to 42%). **Valuing of School** dipped 5 points to 66% but remains a moderate strength, with 78% of students saying doing well in school matters to them, and teacher encouragement improved 10 points to 81%.

Staff/Teacher Feedback (Panorama Spring 2026):
Evaluation (58-61%) and Professional Learning (55-60%) remain relative strengths, both ranking 60th-80th percentile nationally. However, **Staff-Leadership Relationships** and **School Leadership** show substantial declines (12-18 point drops), and **teacher well-being ranks around the 10th percentile nationally** (49%), a serious concern. **Student behavior management confidence** dropped 26 points to 41%, with teachers reporting low confidence in leadership support during behavioral incidents.

Family/Community Feedback (Panorama Spring 2026, 68 responses):
Families report strong satisfaction with **School Climate** (85%, 80th percentile) and **School-Family Communication** (88%). **Staff-Family Relationships** (87%) and **Family School Attendance** (85%, likely conferences/events) are also strong. However, **Family Engagement remains low at 20%**; families are being informed and are showing up, but active participation in school programs or decision-making lags well behind other communication metrics.

Attendance: Campus chronic absenteeism was 13.0% in 2023-24, 8.2% (73 of 885 students) in 2024-25, and 8.4% (73 of 871) in 2025-26. By student group in 2025-26, chronic absenteeism was 25.0% for students experiencing homelessness (up from 17.1% in 2024-25), 8.8% for economically disadvantaged students (up from 8.5%), 8.3% for Special Education students (up from 6.8%), and 6.5% for Emergent Bilingual students (down from 6.9%). Early 2026-27 data show the campus rate at 7.4%.

Parent and community participation: 68 families completed the Spring 2026 Panorama family survey. Families participate through parent conferences, the annual Title I meeting, and campus family events.

Engaging stakeholders in the vision, mission, and goals: The mission, vision, and BE H.E.R.D. values are reviewed with staff at the start of each year and with families at the annual Title I meeting. The Campus Improvement Committee, which includes teachers, a paraprofessional, a SPED teacher, parents, and community members, reviews campus data and goals at four meetings per year, and families give input through Panorama surveys and the parent input committee.

Graduation rate: Not applicable for an elementary campus.

Strengths

- **Strong school safety perceptions across groups**: Students rank School Safety at 66% (70th percentile), with online bullying concerns particularly low (87% favorable), indicating effective safety measures and digital safety practices.
- **High-quality family communication**: School-Family Communication scores 88%, and Staff-Family Relationships score 87%, showing families feel well-informed and connected to staff.
- **Family confidence in the school**: School Climate (85%, 80th percentile) and School Fit (79%, 80th percentile) both significantly outperform national benchmarks among families, with Family Efficacy at 74% showing families feel equipped to support their children's education.
- **Student commitment to academic success**: 78% of students say doing well in school is important to them, and teacher encouragement improved 10 points to 81%, suggesting students feel motivated and supported by staff investment.
- **Improving rigor perception**: Rigorous Expectations improved 5 points to 61% among students, showing early progress even though it remains an area for continued growth.
- **Strong evaluation and professional learning systems**: Both rank 60th-80th percentile nationally among staff and teachers, with colleague collaboration a particular bright spot (78% favorable on helpfulness of colleagues' ideas).

- **High personal support from school leaders**: 87% of staff report favorable responses when personal challenges arise, with no change from the previous survey, showing consistency in leaders' personal care for staff even amid other leadership perception declines.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student-reported School Climate declined 7 points to 44% (40th percentile) from the prior survey to Spring 2026, including a 14-point drop in perceived building cleanliness (to 36%) and a rule-following score of 26%.	Facilities upkeep and consistent enforcement of behavioral expectations may not be keeping pace with student expectations, and with 20.5% of teaching staff new to Barton this year, classroom-level rule enforcement may vary while new staff build familiarity with campus-wide behavior systems.
2 ★	Family Engagement remains low at 20%, despite strong scores in School-Family Communication (88%) and Staff-Family Relationships (87%).	Current family-facing processes may be built around one-way communication (newsletters, notices, conferences) rather than structured opportunities for families to actively participate in school programs, committees, or decision-making, leaving a gap between families feeling informed and families feeling involved.
3	Teacher well-being ranks around the 10th percentile nationally (49%), with sharp declines in feeling excited (43%, down 15 points) and happy at work (50%, down 14 points).	The combination of declining trust in leadership, low confidence in behavior-management support, and a significant share of staff (20.5%) who are new to Barton this year may be compounding to erode morale, particularly if newer staff lack established relationships and support systems that veteran staff have built over time.
4	Teacher confidence in school leadership declined 18 points to 57% from the prior survey to Spring 2026, including a 25-point drop in confidence that leaders have the school's best interests in mind (to 64%) and an 18-point drop in staff-faculty trust (to 57%).	The prior year's teacher mentor program was not followed through (no mentoring events occurred after the initial meeting), and teacher retention moved only from 81% to 82%. With 8 of 39 core teachers new to Barton this year without the promised mentoring support, staff may perceive that leadership commitments are not followed through.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Staff and teacher input into professional development individualization has declined sharply (staff 39%, down 24 points; teachers 25%, down 28 points), even as teachers begin taking on more PLT leadership responsibility.	PD planning processes may not have been adjusted to solicit or incorporate teacher/staff voice as the campus shifts toward teacher-led PLTs, creating a mismatch between the increased leadership being asked of teachers and their actual input into the professional learning that supports it.
2 ★	Student-reported School Climate declined 7 points to 44% (40th percentile) from the prior survey to Spring 2026, including a 14-point drop in perceived building cleanliness (to 36%) and a rule-following score of 26%.	Facilities upkeep and consistent enforcement of behavioral expectations may not be keeping pace with student expectations, and with 20.5% of teaching staff new to Barton this year, classroom-level rule enforcement may vary while new staff build familiarity with campus-wide behavior systems.
3 ★	Teacher confidence in school leadership declined 18 points to 57% from the prior survey to Spring 2026, including a 25-point drop in confidence that leaders have the school's best interests in mind (to 64%) and an 18-point drop in staff-faculty trust (to 57%).	Communication or decision-making processes between campus leadership and instructional staff may not be keeping pace with the amount of organizational change underway (new teacher-led PLT structure, staffing shifts), leaving staff feeling less informed or included in leadership decisions.
4 ★	Chronic absenteeism remains elevated at 8.4%, with 73 students falling below the 90% attendance threshold despite campus-wide attendance initiatives.	Campus attendance systems have not consistently identified high-risk students early enough or coordinated individualized interventions and community-resource support before students reach chronic absenteeism thresholds.
5 ★	21.9% of the campus's teaching staff are beginning teachers (Year 1), more than 1.7 times the district rate (12.8%) and over 3 times the state rate (6.6%), while teachers with 11+ years of experience remain below both district and state benchmarks.	High-poverty, high-EB campus staffing challenges combined with limited structured mentoring and induction support may be contributing to a concentration of novice teachers, impacting instructional consistency for the campus's most vulnerable student populations.
6 ★	Only 30% of students reached Meets Grade Level or above on STAAR overall in 2025-26, and only 11% reached Masters.	Core instruction may not be consistently providing the rigor, pacing, or Tier 1 differentiation needed to move students from Approaches to Meets/Masters, particularly if intervention time is concentrated on Does Not Meet students at the expense of stretching mid- and high-performing students.

7 ★

Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.

IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.

8 ★

TELPAS composite growth data show that roughly half of EB students (53% at Level 1, 60% at Level 2) remained at the same composite level year over year, with only 27% of all EB students advancing a full level.

Language instruction may be insufficiently differentiated by proficiency level, and content-area teachers may lack consistent training in embedding ESL strategies (e.g., linguistic accommodations, sentence stems, structured output) needed to accelerate language acquisition alongside content learning.

9 ★

Teacher confidence in student behavior management declined 26 points to 41% from the prior survey to Spring 2026, with confidence in leadership support for behavioral issues at 29% (down 27 points) and rule-enforcement consistency at 36% (down 31 points).

Current PBIS/behavior support systems and referral processes may lack consistent implementation or visible leadership backing across classrooms, leading teachers to feel unsupported when behavior escalates beyond Tier 1 management.

10 ★

Family Engagement remains low at 20%, despite strong scores in School-Family Communication (88%) and Staff-Family Relationships (87%).

Current family-facing processes may be built around one-way communication (newsletters, notices, conferences) rather than structured opportunities for families to actively participate in school programs, committees, or decision-making, leaving a gap between families feeling informed and families feeling involved.

11 ★

Science is the campus's weakest tested content area, with only 47% of students reaching Approaches and just 5% reaching Masters -- both notably lower than Reading and Math performance.

Limited instructional minutes, materials, or embedded practice for Science (a subject often deprioritized in elementary schedules relative to Reading/Math) may be resulting in underdeveloped content vocabulary and application skills needed for STAAR Science.

12 ★

Barton Elementary is a Comprehensive Support and Improvement (CSI) reidentified campus, with a Closing the Gaps Domain score of 54 (F) in 2025-26, including an Academic Growth component score of 0 out of 24 possible points (0%) on the STAAR Growth Progress Measure in Reading and Mathematics.

Instructional pacing and progress-monitoring practices may not be calibrated to the state's Growth Progress Measure methodology, and current practice may place greater emphasis on proficiency status than on individual student growth trajectories.

13 ★

African American/Black students made up 3.3% of enrollment (28 students) in 2025-26 but received 25.0% of all suspensions (30 of 120), a rate more than seven times their share of enrollment.

Discipline data are not reviewed by student group during the year, and Tier 2 behavior supports and restorative alternatives are not consistently used before discretionary removals, so disproportionate referral patterns were not identified or addressed early.

14 ★

In 2025-26, PK4 students in English classrooms showed no growth in Rapid Letter Naming on Circle (50% proficient at both the beginning and end of the year), and Social-Emotional Behaviors proficiency in Spanish PK4 classrooms declined 12 points (91% to 79%).

PK small-group instruction has not included a daily, explicit letter-naming routine with frequent progress checks, and structured SEL routines were not consistently sustained in Spanish PK4 classrooms after the start of the year.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**

Student Data: Behavior and Other Indicators

- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of PK students who are Proficient on Rapid Letter Naming testing in English from 50% to 65% and Social-Emotional Behaviors testing in Spanish from 79% to 90% by May 2027. Tests: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills

Evaluation Data Source: CLI Engage Circle Progress Monitoring Reports (PK4 English and Spanish): Rapid Letter Naming, Rapid Vocabulary, and Math, BOY/MOY/EOY

Strategy 1

Implement daily multisensory, gamified letter-naming and alphabet fluency routines during small-group PK4 instruction (English classrooms).

Strategy's Expected Result/Impact: Increase automaticity in rapid letter recognition, supporting phonological awareness growth.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 7

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Re-engage explicit Social-Emotional Learning routines (calm-down corners, structured SEL lessons, consistent classroom community practices) in Spanish-instruction PK4 classrooms to reverse the 12-point decline (91% to 79%).

Strategy's Expected Result/Impact: Restore and improve Social-Emotional Behaviors proficiency, supporting classroom readiness and behavior regulation.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	In 2025-26, PK4 students in English classrooms showed no growth in Rapid Letter Naming on Circle (50% proficient at both the beginning and end of the year), and Social-Emotional Behaviors proficiency in Spanish PK4 classrooms declined 12 points (91% to 79%).	PK small-group instruction has not included a daily, explicit letter-naming routine with frequent progress checks, and structured SEL routines were not consistently sustained in Spanish PK4 classrooms after the start of the year.

Performance Objective 2 ☑ High Priority

Increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle (English) from 26% to 65% and (Spanish - Rapid Letter/Vocabulary only, no Spanish Math measure) from 48% to 70% by May 2027.

Evaluation Data Source: CLI Engage Circle Progress Monitoring Reports (PK4 English and Spanish): Rapid Letter Naming, Rapid Vocabulary, and Math, BOY/MOY/EOY

Strategy 1

Establish weekly rotating small-group letter-fluency stations specifically targeting Rapid Letter Naming, which showed zero growth in English this year (50% to 50%).

Strategy's Expected Result/Impact:
Break the stagnation pattern and produce measurable Wave-to-Wave growth in letter naming.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 7

Title I:

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Expand hands-on math manipulative centers (counting, number naming, shape work), applying the instructional approach that produced the strongest English growth this year (+50 points in Math) to other Circle domains.

Strategy's Expected Result/Impact: Sustain Math growth trend and transfer effective practices to Letter Naming and Vocabulary instruction.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 7

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	In 2025-26, PK4 students in English classrooms showed no growth in Rapid Letter Naming on Circle (50% proficient at both the beginning and end of the year), and Social-Emotional Behaviors proficiency in Spanish PK4 classrooms declined 12 points (91% to 79%).	PK small-group instruction has not included a daily, explicit letter-naming routine with frequent progress checks, and structured SEL routines were not consistently sustained in Spanish PK4 classrooms after the start of the year.

Performance Objective 3 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 34% to 50% by May 2027.
Increase the percentage of Special Education (Current) students (the student group that is most marginalized by instruction on our campus) scoring at meets or above from 13% to 40% by May 2027.

Evaluation Data Source: STAAR Results, Domain 1 & D3 Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide intensive Tier 3 small-group reading intervention (research-based program) for students below Meets, including Special Education (Current) students, delivered by the Reading Intervention Specialist at least 4 times per week.

Strategy's Expected Result/Impact: Growth in Meets/Masters for struggling readers.

Staff Responsible for Monitoring: Reading Intervention Specialist

Problem Statements: Student Learning 1, 2

Funding Sources: 211 - Title I-A, 11-6119, $77,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Audit IEP goals and instructional accommodations each 9 weeks to ensure explicit alignment to grade-level TEKS and STAAR reporting categories, conducted jointly by SPED case managers and general education teachers.

Strategy's Expected Result/Impact: Improve alignment between specialized instruction and grade-level expectations, supporting access to core content.

Staff Responsible for Monitoring: SPED Department Lead

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 30% of students reached Meets Grade Level or above on STAAR overall in 2025-26, and only 11% reached Masters.	Core instruction may not be consistently providing the rigor, pacing, or Tier 1 differentiation needed to move students from Approaches to Meets/Masters, particularly if intervention time is concentrated on Does Not Meet students at the expense of stretching mid- and high-performing students.
2	Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.	IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.

Performance Objective 4 ☑ High Priority

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 49% to 75% by May 2027.
Increase the percentage of Special Education (Current) students (the student group that is most marginalized by instruction on our campus) who meet Reading MAP Growth from 30% to 50% by May 2027.

Evaluation Data Source: NWEA MAP Growth Reading K-5 (English and Spanish combined), Fall to Spring projected growth by PEIMS student group

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide bilingual/biliteracy-specific small-group reading instruction for EB and Special Education dual-identified students, targeting the especially low Spanish Reading growth rate for Special Education students (16%).

Strategy's Expected Result/Impact: Increase the percentage of Special Education Spanish readers meeting projected growth.

Staff Responsible for Monitoring: Reading Intervention Specialist

Problem Statements: Student Learning 2, 3

Funding Sources: 211 - Title I-A, 11-6119,

Title I: 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Review MAP Growth data at each testing window (BOY/MOY/EOY) in grade-level PLTs to identify students not on track for projected growth and adjust small-group instruction and pacing accordingly.

Strategy's Expected Result/Impact: Increase the percentage of all K-5 and Special Education students meeting projected Reading growth.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 6

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.	IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.
3	TELPAS composite growth data show that roughly half of EB students (53% at Level 1, 60% at Level 2) remained at the same composite level year over year, with only 27% of all EB students advancing a full level.	Language instruction may be insufficiently differentiated by proficiency level, and content-area teachers may lack consistent training in embedding ESL strategies (e.g., linguistic accommodations, sentence stems, structured output) needed to accelerate language acquisition alongside content learning.

6	Barton Elementary is a Comprehensive Support and Improvement (CSI) reidentified campus, with a Closing the Gaps Domain score of 54 (F) in 2025-26, including an Academic Growth component score of 0 out of 24 possible points (0%) on the STAAR Growth Progress Measure in Reading and Mathematics.	Instructional pacing and progress-monitoring practices may not be calibrated to the state's Growth Progress Measure methodology, and current practice may place greater emphasis on proficiency status than on individual student growth trajectories.

Performance Objective 5 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 50% by May 2027.
Increase the percentage of Special Education (Current) students (the student group that is most marginalized by instruction on our campus) scoring at meets or above from 13% to 40% by May 2027.

Evaluation Data Source: 2027 STAAR Math results (Grades 3-5); ODS Domain 1 Details and Closing the Gaps reports

Strategy 1 ☑ Results Driven Accountability

Deliver daily Tier 2/3 math intervention using manipulatives and number-sense-building routines for Special Education students, coordinated by the Math Intervention Specialist

Strategy's Expected Result/Impact: Close the 17-point gap between All Students (30%) and Special Education (13%) Meets rate in Math.

Staff Responsible for Monitoring: Math Intervention Specialist

Problem Statements: Student Learning 1, 2

Funding Sources: 211 - Title I-A, 11-6119, $38,750

Title I: 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 30% of students reached Meets Grade Level or above on STAAR overall in 2025-26, and only 11% reached Masters.	Core instruction may not be consistently providing the rigor, pacing, or Tier 1 differentiation needed to move students from Approaches to Meets/Masters, particularly if intervention time is concentrated on Does Not Meet students at the expense of stretching mid- and high-performing students.
2	Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.	IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.

Performance Objective 6 ☑ High Priority

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 17% to 30% by May 2027.
Increase the percentage of Special Education (Current) students (the student group that is most marginalized by instruction on our campus) scoring at meets or above from 3% to 10% by May 2027.

Evaluation Data Source: 2027 STAAR Science results (Grade 5, Cambium); ODS Domain 1 Details report

Strategy 1 ☑ Results Driven Accountability

Increase weekly Science instructional minutes and embed hands-on labs and inquiry activities aligned to TEKS, with particular focus on Special Education students, who show the widest gap of any subject (17% All Students vs. 3% Special Education).

Strategy's Expected Result/Impact: Increase Science content vocabulary and application skills, narrowing the achievement gap.

Staff Responsible for Monitoring: Academic specialist

Problem Statements: Student Learning 4

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Science is the campus's weakest tested content area, with only 47% of students reaching Approaches and just 5% reaching Masters -- both notably lower than Reading and Math performance.	Limited instructional minutes, materials, or embedded practice for Science (a subject often deprioritized in elementary schedules relative to Reading/Math) may be resulting in underdeveloped content vocabulary and application skills needed for STAAR Science.

Performance Objective 7 ☑ High Priority

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 59% to 75% by May 2027.
Increase the percentage of Special Education (Current) students (the student group that is most marginalized by instruction on our campus) from 40% to 60% by May 2027.

Evaluation Data Source: NWEA MAP Growth Math K-5 (English and Spanish combined), Fall to Spring projected growth by PEIMS student group

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Use MAP data to place Special Education students in targeted small-group math intervention aligned to their specific skill gaps identified through Circle and MAP breakdowns.

Strategy's Expected Result/Impact: Increase the percentage of Special Education students meeting projected Math growth from the 40% baseline.

Staff Responsible for Monitoring: Math Intervention Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A, 11-6119, $38,750

Title I: 2.5.3

Formative Reviews

November	February	April	June

Strategy 2

Monitor African American student Math growth specifically (36% met growth vs. 58% for Hispanic students per individual-level MAP data) to determine whether additional targeted support is needed for this small but notably underperforming group.

Strategy's Expected Result/Impact: Address an early-identified disproportionality before it becomes a larger, harder-to-close gap.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Special Education (Current) students scored 26% Approaches and 2% Masters on STAAR overall in 2025-26, compared to 56% Approaches and 11% Masters for All Students, with Science results at 24% Approaches and 3% Masters.	IEP goals, accommodations, and specialized instruction may not be sufficiently aligned to grade-level TEKS and STAAR expectations.

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by 1 level from 27% to 50% by May 2027.

Evaluation Data Source: TELPAS Composite Growth report (2025-26 to 2026-27); TELPAS composite ratings by student

Strategy 1 ☑ Results Driven Accountability

Provide embedded ESL strategy training (sentence stems, structured output, linguistic accommodations) for all content-area teachers serving EB students, particularly targeting students stalled at Composite Levels 1-2, where over half of EB students did not advance a full level this year.

Strategy's Expected Result/Impact: Increase the percentage of EB students advancing a full TELPAS composite level.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	TELPAS composite growth data show that roughly half of EB students (53% at Level 1, 60% at Level 2) remained at the same composite level year over year, with only 27% of all EB students advancing a full level.	Language instruction may be insufficiently differentiated by proficiency level, and content-area teachers may lack consistent training in embedding ESL strategies (e.g., linguistic accommodations, sentence stems, structured output) needed to accelerate language acquisition alongside content learning.

Performance Objective 9 ☑ High Priority

As a Comprehensive Support and Improvement (CSI) reidentified campus, Barton Elementary will increase its Closing the Gaps Domain score from an F (54) by earning Academic Growth points (currently 0 of 24 possible, 0%) on the STAAR Growth Progress Measure in both Reading and Mathematics by May 2027, and will move Reading and Math Academic Achievement toward the state's 2023-27 Interim Targets (Reading: from 34% to 46% Meets or above; Math: from 30% to 49% Meets or above).

Evaluation Data Source: 2026 Closing the Gap Performance Targets report; STAAR Growth Progress Measure (state-reported).

Strategy 1 ☑ Targeted Support Strategy

Implement systematic progress monitoring aligned to the STAAR Growth Progress Measure at least every 3-4 weeks in Reading and Math for all tested grades (3-5), with data reviewed in PLTs to identify students not on track for individual growth targets.

Strategy's Expected Result/Impact: Earn Academic Growth points on the Closing the Gaps domain (currently 0 of 24 possible).

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 6

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Prioritize Tier 1 instructional fidelity and small-group differentiation specifically for Special Education (Current) students, who show the widest gaps across every measure in this CIP (STAAR Meets, MAP growth, and TELPAS-adjacent data) and are a size-qualifying subgroup in this accountability calculation.

Strategy's Expected Result/Impact: Improve Special Education outcomes across Reading and Math, directly supporting both Achievement and Growth components.

Staff Responsible for Monitoring: SPED Department Lead

Problem Statements: Student Learning 6

Funding Sources: 211 - Title I-A, 11-6129, $28,500

Title I: 2.5.1, 2.5.3

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy

Provide targeted professional development on the state's STAAR Growth Progress Measure methodology so staff understand how individual student growth (not just proficiency) is calculated and can set growth-specific goals with students.

Strategy's Expected Result/Impact: Build staff capacity to plan instruction around growth targets, not achievement alone.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 6

Formative Reviews

November	February	April	June

Strategy 4 ☑ Targeted Support Strategy

Provide before- and after-school tutoring for Grade 3-5 students who are not on track to meet individual STAAR growth targets in Reading and Math, using progress-monitoring data reviewed

in PLTs to select and regroup students every 3-4 weeks.

Strategy's Expected Result/Impact: Increase the percentage of tutored students meeting individual growth targets, contributing to Academic Growth points in the Closing the Gaps domain.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 6

Funding Sources: 199 - General Funds: SCE, $38,545, 211 - Title I-A, 11-6399, $27,081

Title I: 2.5.2

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Barton Elementary is a Comprehensive Support and Improvement (CSI) reidentified campus, with a Closing the Gaps Domain score of 54 (F) in 2025-26, including an Academic Growth component score of 0 out of 24 possible points (0%) on the STAAR Growth Progress Measure in Reading and Mathematics.	Instructional pacing and progress-monitoring practices may not be calibrated to the state's Growth Progress Measure methodology, and current practice may place greater emphasis on proficiency status than on individual student growth trajectories.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 8.4% to 5% by May 2027. Decrease the chronic absenteeism rate for students experiencing homelessness (the student group that is most marginalized by attendance outcomes on our campus) from 25.0% to 15.0% by May 2027.

Evaluation Data Source: ODS Chronic Absenteeism Rate reports (all students and by student population), reviewed monthly; campus attendance records

Strategy 1

Implement a tiered attendance intervention protocol (letters, parent conferences, attendance contracts, home visits) triggered at 3, 5, and 10 absences, with monthly review of chronic absenteeism data by student group and individual case management for students experiencing homelessness, including connection to district McKinney-Vento services, transportation, and community resources.

Strategy's Expected Result/Impact: Reduce the chronic absenteeism rate from 8.4% to 5% by May 2027.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism remains elevated at 8.4%, with 73 students falling below the 90% attendance threshold despite campus-wide attendance initiatives.	Campus attendance systems have not consistently identified high-risk students early enough or coordinated individualized interventions and community-resource support before students reach chronic absenteeism thresholds.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for African American/Black students that are disproportionally referred for disciplinary action from 25% to 10% by May 2027.
Decrease the number of discretionary referrals for African American/Black students (the student group that is most marginalized by instruction on our campus) from 30 to 15 by May 2027.

Evaluation Data Source: Suspensions by Ethnicity report (R000685) and discretionary referral reports, reviewed monthly

Strategy 1 ☑ Results Driven Accountability

Implement restorative practices and PBIS Tier 2 interventions, with discipline data disaggregated by subgroup and reviewed monthly by the PBIS/Student Culture committee to monitor disproportionality.

Strategy's Expected Result/Impact: Reduce the percentage of total suspensions attributable to African American/Black students.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 4

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	African American/Black students made up 3.3% of enrollment (28 students) in 2025-26 but received 25.0% of all suspensions (30 of 120), a rate more than seven times their share of enrollment.	Discipline data are not reviewed by student group during the year, and Tier 2 behavior supports and restorative alternatives are not consistently used before discretionary removals, so disproportionate referral patterns were not identified or addressed early.

Performance Objective 3

Increase staff-reported input into professional development individualization from 39% to 60%, and teacher-reported input from 25% to 55%, by May 2027.

Evaluation Data Source: Panorama Staff/Teacher Survey

Strategy 1

Establish a quarterly PD-input protocol in which teacher-led PLTs submit topic requests and feedback on prior sessions, with campus leadership publicly documenting how staff input shaped the next PD cycle.

Strategy's Expected Result/Impact: Restore staff/teacher sense of ownership over PD content as PLT leadership responsibilities expand.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 1, 2, 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Staff and teacher input into professional development individualization has declined sharply (staff 39%, down 24 points; teachers 25%, down 28 points), even as teachers begin taking on more PLT leadership responsibility.	PD planning processes may not have been adjusted to solicit or incorporate teacher/staff voice as the campus shifts toward teacher-led PLTs, creating a mismatch between the increased leadership being asked of teachers and their actual input into the professional learning that supports it.
2	Teacher confidence in school leadership declined 18 points to 57% from the prior survey to Spring 2026, including a 25-point drop in confidence that leaders have the school's best interests in mind (to 64%) and an 18-point drop in staff-faculty trust (to 57%).	Communication or decision-making processes between campus leadership and instructional staff may not be keeping pace with the amount of organizational change underway (new teacher-led PLT structure, staffing shifts), leaving staff feeling less informed or included in leadership decisions.
3	Teacher confidence in student behavior management declined 26 points to 41% from the prior survey to Spring 2026, with confidence in leadership support for behavioral issues at 29% (down 27 points) and rule-enforcement consistency at 36% (down 31 points).	Current PBIS/behavior support systems and referral processes may lack consistent implementation or visible leadership backing across classrooms, leading teachers to feel unsupported when behavior escalates beyond Tier 1 management.

Performance Objective 4

Increase teacher confidence in school leadership from 57% to 75% and staff-faculty trust from 57% to 75% by May 2027.

Evaluation Data Source: Panorama Staff/Teacher Survey

Strategy 1

Implement a recurring, structured leadership-staff communication loop (monthly open forums, written summaries of decisions and rationale, documented follow-through on prior commitments including the teacher mentor program).

Strategy's Expected Result/Impact: Rebuild staff trust that leadership decisions are transparent and commitments are kept.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teacher confidence in school leadership declined 18 points to 57% from the prior survey to Spring 2026, including a 25-point drop in confidence that leaders have the school's best interests in mind (to 64%) and an 18-point drop in staff-faculty trust (to 57%).	Communication or decision-making processes between campus leadership and instructional staff may not be keeping pace with the amount of organizational change underway (new teacher-led PLT structure, staffing shifts), leaving staff feeling less informed or included in leadership decisions.

Performance Objective 5

Provide structured mentoring to 100% of Year 1 and Year 2 teachers, and increase teacher retention rate from 82% to 90%, by May 2027.

Evaluation Data Source: Staff Information report; mentor program sign-in/meeting logs

Strategy 1

Targeted Support Strategy
Fully implement (not just launch) a teacher mentor program: assign veteran mentors by grade/ subject, hold recurring monthly mentoring sessions (not a single kickoff meeting), and track completion each 9 weeks.

Strategy's Expected Result/Impact: Improve instructional consistency for novice teachers and increase retention of new staff.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	21.9% of the campus's teaching staff are beginning teachers (Year 1), more than 1.7 times the district rate (12.8%) and over 3 times the state rate (6.6%), while teachers with 11+ years of experience remain below both district and state benchmarks.	High-poverty, high-EB campus staffing challenges combined with limited structured mentoring and induction support may be contributing to a concentration of novice teachers, impacting instructional consistency for the campus's most vulnerable student populations.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

Increase Family Engagement from 20% (Spring 2026 Panorama survey, ~50th percentile nationally) to 50% by May 2027, through at least one parent involvement activity per month (e.g., parent class/curriculum night, heritage night).

Evaluation Data Source: Event sign-ins, parent surveys

Strategy 1

Establish a monthly parent involvement calendar (curriculum nights, heritage nights, family literacy/math nights) co-planned with a parent input committee.

Strategy's Expected Result/Impact: Increase the Family Engagement Panorama score from the 20% baseline.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: 211 - Title I-A, 61-6129, $28,500

Title I: 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family Engagement remains low at 20%, despite strong scores in School-Family Communication (88%) and Staff-Family Relationships (87%).	Current family-facing processes may be built around one-way communication (newsletters, notices, conferences) rather than structured opportunities for families to actively participate in school programs, committees, or decision-making, leaving a gap between families feeling informed and families feeling involved.

State Compensatory Education

State Compensatory

Budget for Barton Elementary School

Total SCE Funds: $38,545.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Through SCE funds, we can hire an aide who can support students in the classroom and provide out-of-school tutoring to students who are not performing at grade level.

Personnel for Barton Elementary School

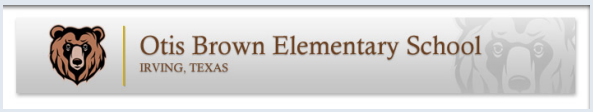
Name	Position	FTE
Yennyfer Macias	Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Claudia Coeto	Intervention Specialist		1
Erica Rios	Intervention Specialist		1
Fernanda Arzola	Title I General Aide		1
Rosa Chavez-Valle	Parent Liaison		1

Irving Independent School District



Brown Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:17 AM

Mission Statement

The mission of Otis Brown Elementary School is to foster holistic student development and academic success for all students every day through caring teachers meeting student needs.

Vision

To provide opportunities to build hope, engagement, and academic readiness in all students.

Table of Contents

2

2

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 13

Perceptions 17

Priority Problem Statements 20

Data Documentation for CNA 23

Improvement Planning Data 24

Accountability Data 24

Student Data: Assessments 24

Student Data: Student Groups 24

Student Data: Behavior and Other Indicators 25

Employee Data 25

Parent/Community Data 25

Support Systems and Other Data 25

Goals 26

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 27

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 36

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 38

State Compensatory Education 40

Budget for Brown Elementary School 41

Personnel for Brown Elementary School 41

Title I Summary 42

Title I 43

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43

1.1 Description of CNA Process 43

1.2 Location for Evidence of Multiple Meetings Held 43

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 43

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 44

2.2 Stakeholders 1114(b)(2) 44

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 44

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 45

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 45

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 45

Title I Personnel 46

Comprehensive Needs Assessment

Demographics

Summary

Otis Brown Elementary School is a Prekindergarten–Grade 5 public school located in Irving, Texas, within Irving Independent School District. Established in 1954, Brown Elementary has a longstanding tradition of serving generations of families within the Irving community. The campus is a neighborhood school that serves students who meet district enrollment and age requirements, with additional eligibility requirements for Prekindergarten.

Brown Elementary serves a diverse student population with significant academic, linguistic, and socioeconomic needs. According to the 2026 Texas Education Agency accountability data, 85.9% of students are economically disadvantaged. Campus demographic data also indicate that approximately 71.9% are Emergent Bilingual (EB), 86.4% are At Risk, and 18.6% receive Special Education services. These percentages will be reconciled with the official 2026–27 enrollment snapshot to establish current student counts and percentages.

During the 2025–26 school year, the campus reported 809 enrolled students as of May 28, 2026, according to the district suspension-by-ethnicity report. The campus enrollment includes a predominantly Hispanic/Latino population, representing 719 students (88.9%) in that report. Other student groups included 37 African American/Black students, 31 White students, 10 Asian students, 7 students identifying with two or more races, and 5 American Indian/Alaska Native students. Current Gifted and Talented (GT), Section 504, and homeless student counts and percentages will be added from verified district enrollment records.

Brown Elementary has approximately 100 staff members committed to the academic, social, and emotional development of every student. Staff members work collaboratively to create a safe, nurturing, and academically challenging environment. The campus implements Capturing Kids' Hearts practices to develop positive relationships, promote student belonging, and support social-emotional development. Each school day begins with a Family Meeting that reinforces relationship-building, social-emotional learning, and positive classroom culture. Students also participate in leadership opportunities throughout the instructional day.

The campus works to strengthen partnerships among families, teachers, administrators, the Campus Improvement Committee, district support personnel, and community organizations. Brown recognizes that meaningful family engagement, consistent communication, and coordinated community support are essential to improving student achievement and attendance.

Strengths

Otis Brown Elementary serves a diverse student population. Based on the most recent available 2025–26 enrollment data, the campus population includes approximately 88.9% Hispanic/Latino, 4.6% African American/Black, 3.8% White, 1.2% Asian, 0.9% Two or More Races, and 0.6% American Indian/Alaska Native students. This diversity provides opportunities to build a culturally responsive learning environment that values students' backgrounds, languages, and experiences.

Otis Brown Elementary has a student mobility rate of 14.5%, equal to the district rate of 14.5% and below the state rate of 15.4%. Mobility rates for Special Education students are 14.5% at Brown, 14.8% districtwide, and 18.6% statewide. Emergent Bilingual

students have mobility rates of 14.1% at Brown, 15.1% districtwide, and 17.1% statewide. Economically Disadvantaged students have mobility rates of 13.7% at Brown, 15.3% districtwide, and 18.7% statewide. These subgroup mobility rates are lower than their corresponding district and state rates, providing opportunities for instructional continuity and sustained student support.

Brown implements the districtwide curriculum and scope and sequence to maintain consistent instructional expectations and support students who transfer between campuses. A dedicated newcomer support staff member provides language-development assistance to students arriving from Spanish-speaking countries, helping them transition into the school environment and access classroom instruction.

Brown has established schoolwide systems to promote regular attendance. The campus Attendance Committee reviews attendance trends and coordinates strategies to encourage consistent school participation. The three grade levels with the highest attendance are recognized during weekly announcements, and grade-level attendance percentages are displayed in the cafeteria. Classroom and grade-level attendance challenges provide incentives for consistent attendance, with a 97% weekly attendance goal.

Attendance and tardiness concerns are also reviewed during Multi-Tiered Systems of Support (MTSS) meetings. Staff communicate with families, develop individualized attendance incentive plans, and coordinate home visits when appropriate. These established processes provide a foundation for strengthening family partnerships and addressing barriers to regular attendance.

Although Brown has attendance recognition and intervention systems in place, chronic absenteeism increased from 11.5% in 2024–25 to 12.3% in 2025–26. Improving the consistency and effectiveness of these interventions remains an important campus priority.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Otis Brown Elementary has experienced attendance challenges over recent school years. Historical campus attendance rates declined from 96.6% to 95.1%. However, the most recent available attendance data indicate that chronic absenteeism increased from 11.5% in 2024-25 to 12.3% in 2025-26.	Campus attendance intervention systems have not been implemented and monitored consistently across grade levels. Although attendance incentives, parent communication, MTSS meetings, and home visits are established practices, the campus has not consistently used attendance data to identify students at risk of chronic absenteeism early, implement individualized interventions, and monitor their effec
2 ★	Brown Elementary students, including Emergent Bilingual (EB) students, continue to demonstrate a need for improved academic achievement in Reading Language Arts and Mathematics. According to the 2026 STAAR results, only 32% of students campuswide achieved Meets Grade Level or Above in Reading Language Arts and 36% in Mathematics. These results indicate a need to strengthen grade-level instruction	Inconsistent implementation of language-rich, TEKS-aligned instruction and differentiated small-group interventions across content areas, along with inconsistent monitoring of EB students' language development and academic progress, has limited opportunities for students to develop the academic language and content knowledge needed to demonstrate grade-level mastery.
3 ★	According to the 2026 STAAR results, only 17% of Brown Elementary students receiving Special Education services achieved Meets Grade Level or Above in Reading Language Arts, 19% in Mathematics, and 15% in Grade 5 Science. Brown Elementary is identified for Targeted Support and Improvement (TSI) for current Special Education students, who missed four accountability indicators for three consecutive	Inconsistent implementation and monitoring of TEKS-aligned specially designed instruction, IEP accommodations, and targeted academic interventions have limited students' opportunities to demonstrate mastery of grade-level content.
4	Problem Statement: During the 2025-26 school year, Grade 1 accounted for the highest percentage of suspension days at Brown Elementary, with 21.5 days (39.4% of the campus total), resulting in lost instructional time.	Inconsistent implementation of proactive classroom behavior supports, explicit teaching of behavioral expectations, and timely individualized MTSS interventions in the early grades has limited the campus's ability to prevent behavioral incidents from escalating to suspension.

★ = Priority

Student Learning

Summary

Otis Brown Elementary's 2026 state accountability and campus assessment results indicate a continued need to improve student achievement, accelerate academic growth, and close performance gaps among student groups. According to the 2026 Texas Education Agency accountability report, Brown received an overall rating of F (59), with a Student Achievement score of 57, School Progress score of 59, Academic Growth score of 59, and Closing the Gaps score of 62.

On the 2026 STAAR assessments, 53% of students in Grades 3–5 achieved Approaches Grade Level or Above in Reading Language Arts, 32% achieved Meets Grade Level or Above, and 11% achieved Masters Grade Level. In Mathematics, 58% achieved Approaches, 36% achieved Meets, and 13% achieved Masters. In Grade 5 Science, 45% achieved Approaches, 15% achieved Meets, and 3% achieved Masters. Mathematics demonstrated the highest Meets performance among the three tested content areas, while Grade 5 Science represents a significant area of academic need.

Brown Elementary is identified for Targeted Support and Improvement (TSI) for current Special Education students, following four missed accountability indicators for three consecutive years. In 2026, only 17% of students receiving Special Education services achieved Meets Grade Level or Above in Reading Language Arts, 19% in Mathematics, and 15% in Grade 5 Science. These results identify Special Education achievement and academic growth as priority areas for improvement. The campus will strengthen TEKS-aligned specially designed instruction, consistent implementation of IEP accommodations, targeted interventions, and ongoing progress monitoring. By May 2027, Brown will work to increase Special Education Meets performance from 17% to 27% in RLA, 19% to 29% in Mathematics, and 15% to 25% in Grade 5 Science.

Hispanic and Continuously Enrolled students have also been identified through district campus improvement feedback as one year away from TSI identification. Mathematics Academic Growth is an area requiring monitoring for both groups. Brown will analyze their performance on STAAR and local assessments, provide targeted instructional support, and monitor academic progress throughout the school year. These groups are not currently designated as TSI and will not be assigned Targeted Support strategies.

Local MAP Growth results show that approximately 45% of students met Reading growth projections, compared with approximately 54% in Mathematics. These results indicate that Mathematics growth is a relative strength, while Reading growth requires additional attention. The campus will use MAP Growth, benchmark assessments, common formative assessments, and student work analysis to identify learning gaps and adjust instruction. Reading and Mathematics growth will also be monitored by student group, particularly Special Education, Emergent Bilingual, Hispanic, Economically Disadvantaged, and Continuously Enrolled students.

Prekindergarten CIRCLE Progress Monitoring results demonstrate strengths in early learning. At the end of the 2025–26 school year, 92% of students assessed in English were On Track in Rapid Vocabulary and Mathematics, while 77% were On Track in Rapid Letter Naming and 62% in Early Writing Skills. Spanish assessment results showed 97% On Track in Rapid Letter Naming, 87% in Rapid Vocabulary, and 89% in Early Writing Skills. Brown will prioritize English Early Writing proficiency and measurable growth in Rapid Letter Naming to strengthen kindergarten readiness.

Emergent Bilingual students represent a significant portion of the campus population. Brown will continue providing language-rich instruction, structured academic conversations, vocabulary development, and differentiated support across content areas. TELPAS composite proficiency and annual language growth will be monitored to evaluate students' progress in English language acquisition. The verified campus-specific TELPAS growth percentage is still needed for the final performance objective.

Brown will also provide HB 1416 accelerated instruction to eligible students based on STAAR performance and documented academic needs. Teachers and intervention staff will monitor student progress and adjust instructional supports to address gaps in grade-level TEKS.

Overall, Brown Elementary's priority is to increase grade-level achievement in Reading Language Arts, Mathematics, and Science; accelerate academic growth; improve outcomes for students receiving Special Education services; and strengthen early literacy and English language development. The campus will focus on consistent Tier 1 instruction, collaborative planning, differentiated intervention, and frequent analysis of student performance data to improve outcomes for all students.

Strengths

- Based on the most recent 2026 STAAR accountability results and 2025–26 campus assessment data, Otis Brown Elementary demonstrates several relative strengths in student learning.

  Mathematics Achievement: On the 2026 STAAR assessment, Mathematics was the campus's highest-performing tested content area, with **58% of students achieving Approaches Grade Level or Above, 36% achieving Meets Grade Level or Above, and 13% achieving Masters Grade Level**. Mathematics performance at Meets exceeded Reading Language Arts (32%) and Grade 5 Science (15%), providing a foundation for continued academic improvement.

  MAP Growth: Available 2025–26 MAP Growth results indicate that approximately **54% of students met their Mathematics growth projections**, compared with 45% in Reading. Mathematics growth represents a relative strength and provides opportunities to build upon effective instructional practices.

  Prekindergarten Readiness: The 2025–26 CIRCLE Wave 3 results demonstrate strong performance in several early learning areas. Among students assessed in English, **92% were On Track in Rapid Vocabulary and Mathematics**, and **100% were On Track in overall Phonological Awareness and Story Retell/Comprehension**. Among students assessed in Spanish, **97% were On Track in Rapid Letter Naming, 95% in Social-Emotional Development, 93% in Story Retell/ Comprehension, and 92% in overall Phonological Awareness**. These results demonstrate foundational strengths in early language development, mathematical readiness, and comprehension.

  Instructional Supports: Brown has established systems for analyzing student performance through STAAR, MAP Growth, CIRCLE Progress Monitoring, common assessments, and instructional planning. These assessment tools provide opportunities to identify student needs, monitor academic progress, and adjust instruction.

  Student-Group Improvement Focus: The campus has identified Special Education achievement as a priority through its Targeted Support and Improvement (TSI) designation. This provides a clearly defined focus for strengthening specially designed instruction, collaboration between general education and Special Education teachers, and monitoring student progress toward grade-level expectations.

  Overall, Brown Elementary's relative strengths in Mathematics achievement and growth, Prekindergarten readiness, and established assessment systems provide a foundation for improving academic performance. The campus will build on these strengths while addressing identified needs in Reading Language Arts, Grade 5 Science, English language development, and Special Education student achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	According to the 2026 STAAR results, 32% of Brown Elementary students achieved Meets Grade Level or Above in Reading Language Arts, compared to 36% in Mathematics, reflecting a 4-percentage-point gap and a need to improve Reading achievement.	Inconsistent implementation of TEKS-aligned reading instruction, differentiated small-group interventions, and ongoing progress monitoring has limited students' ability to demonstrate grade-level reading proficiency.
2	According to the 2025-26 NWEA MAP Reading results, approximately 45% of Brown Elementary K-5 students met or exceeded their projected Reading growth, indicating that approximately 55% did not meet their projected growth goals.	Inconsistent implementation of differentiated reading instruction, targeted interventions, and systematic monitoring of individual MAP growth goals has limited students' progress toward expected Reading growth.
3	According to the 2026 STAAR results, only 15% of Brown Elementary Grade 5 students achieved Meets Grade Level or Above in Science, compared with 32% in Reading Language Arts and 36% in Mathematics across Grades 3-5. Science performance was 17 percentage points below RLA and 21 percentage points below Mathematics, identifying Grade 5 Science as a priority area for academic improvement.	Inconsistent implementation of TEKS-aligned science instruction, hands-on investigations, academic vocabulary development, and targeted interventions has limited students' opportunities to develop and demonstrate grade-level science proficiency.
4	According to the 2025-26 Pre-K CIRCLE assessment results, 62% of students assessed in English were On Track in Early Writing Skills, compared with 89% of students assessed in Spanish. These results identify English Early Writing Skills as an area of need	Inconsistent implementation of explicit early writing instruction, differentiated literacy activities, and ongoing progress monitoring may have contributed to gaps in early writing readiness.
5	Brown Elementary is identified for Targeted Support and Improvement (TSI) for Special Education students after missing four accountability indicators for three consecutive years. According to the 2026 STAAR results, only 17% of Special Education students achieved Meets Grade Level or Above in Reading Language Arts, 19% in Mathematics, and 15% in Grade 5 Science. These results demonstrate a continu	Inconsistent implementation and monitoring of TEKS-aligned specially designed instruction, IEP accommodations, and targeted academic interventions have contributed to achievement gaps and insufficient academic growth among Special Education students.

★ = Priority

School Processes & Programs

Summary

At Otis Brown Elementary, our programs and processes are designed to improve student achievement, support teacher development, promote a safe and positive school environment, and strengthen family engagement. Campus leadership uses student achievement, attendance, behavior, and instructional data to guide decision-making, identify areas of need, and monitor progress toward campus improvement goals.

Curriculum and Instruction: Brown implements TEKS-aligned instruction using district-adopted curriculum resources, including Amplify for Reading Language Arts and Eureka for Mathematics. Teachers collaborate through Professional Learning Teams (PLTs), lesson planning, instructional coaching, and data-driven discussions to strengthen Tier 1 instruction. STAAR, MAP Growth, CIRCLE, and classroom assessment data are used to identify learning gaps, plan differentiated instruction, and provide targeted interventions. Special Education, Emergent Bilingual, MTSS, dyslexia, and HB 1416 accelerated instruction services support students with identified academic needs.

Professional Development, Recruitment, and Teacher Support: Brown supports teacher growth through ongoing professional development, instructional coaching, classroom observations, feedback cycles, and collaborative planning. Campus recruitment includes participation in district recruiting opportunities and interviews involving administrators and teacher representatives. New teachers receive mentoring and monthly support meetings, while teachers needing additional assistance receive targeted coaching and follow-up feedback throughout the school year. Professional learning focuses on curriculum implementation, effective instructional practices, classroom management, and student achievement.

Leadership and Decision-Making: Campus administrators, instructional leaders, and grade-level representatives collaborate to establish priorities and monitor campus improvement efforts. Leadership meetings, PLTs, assessment reviews, and classroom walkthroughs provide opportunities to analyze data, evaluate instructional practices, and make adjustments. Staff roles and responsibilities are communicated to promote accountability, consistency, and shared leadership.

School Safety, Student Behavior, and Bullying Prevention: Brown promotes a safe and supportive learning environment through Capturing Kids' Hearts, social-emotional learning, counseling services, classroom management expectations, and MTSS behavior interventions. The campus monitors student behavior data to identify concerns and determine appropriate supports. According to the 2025–26 suspension report, Brown recorded 54.5 suspension days, with Grade 1 accounting for the highest percentage at 21.5 days (39.4%), followed by Grade 2 with 17.5 days (32.1%). The report also documented 7 suspension days associated with alleged bullying or harassment, 10 days associated with assault, and 4 days associated with threats. These findings emphasize the importance of proactive behavior supports, consistent supervision, early intervention, and prevention efforts addressing bullying, violence, and substance use. Campus leadership will continue reviewing behavior trends and responding to student safety concerns in accordance with district procedures.

Student Transitions and College/Career Readiness: Brown supports students as they enter Prekindergarten and Kindergarten, advance between grade levels, and prepare for the transition to middle school. Teachers use academic performance information and identified student needs to support instructional continuity. College and career readiness is promoted through foundational literacy, mathematics, STEAM experiences, problem-solving, collaboration, and opportunities to explore future learning pathways.

Communication and Family Engagement: Brown maintains communication with families through teacher outreach, campus messaging, parent meetings, school events, and the Parent Center. Family engagement activities focus on academic support, attendance, student behavior, and strengthening school-home partnerships. Campus leadership encourages families to participate in school activities and collaborate in supporting student success.

Technology Integration and Enrichment: Teachers integrate digital curriculum resources, instructional

technology, and assessment platforms to support student learning and monitor academic progress. STEAM activities and enrichment opportunities provide students with experiences that encourage creativity, critical thinking, collaboration, and problem-solving.

Overall, Brown Elementary's programs and processes focus on strengthening instructional consistency, developing effective teachers, supporting students academically and behaviorally, and maintaining a safe and welcoming campus. During the 2026–27 school year, Brown will prioritize data-driven instruction, Special Education achievement, teacher coaching and retention, proactive behavior interventions, and meaningful family engagement to improve outcomes for all students.

Strengths

School Processes and Programs — Strengths

Otis Brown Elementary | 2026–2027 Comprehensive Needs Assessment

At Otis Brown Elementary, the professional growth and development of educators is a campus strength. Brown has established collaborative instructional practices, leadership opportunities, and scheduling structures designed to support effective teaching and improve student achievement.

Instructional Coaching and Professional Development: Brown provides ongoing coaching and feedback focused on campus instructional non-negotiables, including TEKS alignment, Demonstrations of Learning (DOL), exit tickets, aggressive monitoring, and Data-Driven Instruction (DDI). Professional development calendars provide structured opportunities for teachers to practice, implement, observe, and refine effective instructional strategies.

Professional Learning Communities: Teachers participate in weekly Professional Learning Communities (PLCs) focused on identifying essential standards, developing common assessments, analyzing student performance data, and planning differentiated small-group instruction. These collaborative meetings allow teachers to share instructional practices, identify student needs, and make timely adjustments to improve learning outcomes.

Teacher Leadership and Mentoring: Brown is committed to developing instructional leaders from within the campus. Teachers are provided opportunities to participate in professional development aligned with their individual growth goals, receive one-on-one mentoring, and contribute to campuswide professional learning. Staff members serve as grade-level chairs, campus ambassadors, and mentors, strengthening collaboration and shared leadership.

Protected Instructional Time and Collaborative Planning: Campus leadership works with grade-level leaders to develop a master schedule that provides required instructional minutes, protects Tier 1 instruction, and prioritizes teacher planning. Teachers receive **55 minutes of daily planning time**, including **50 minutes weekly dedicated to PLC collaboration**. These scheduling practices support instructional preparation, consistent curriculum implementation, and targeted student support.

Additional Academic Support: Brown provides before- and after-school tutoring to help students address academic gaps and reinforce essential skills. Teachers who elect to provide tutoring are compensated, supporting additional learning opportunities beyond the regular instructional day.

Overall, Brown Elementary's strengths include its established instructional coaching practices, weekly collaborative planning, teacher leadership development, protected instructional time, and supplemental tutoring opportunities. These systems provide a foundation for strengthening Tier 1 instruction, improving intervention practices, and addressing the academic needs identified in the 2026 campus accountability results, including the priority needs of students receiving Special Education services.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	According to the 2026 STAAR results, only 32% of Brown Elementary students in Grades 3-5 achieved Meets Grade Level or Above in Reading Language Arts, indicating a continued need to strengthen foundational reading skills and grade-level reading proficiency.	Inconsistent implementation of TEKS-aligned foundational literacy instruction across grade levels, including explicit phonological and phonemic awareness instruction, differentiated word study, and targeted interventions, has limited the campus's ability to address reading skill gaps and accelerate student growth systematically.
2 ★	According to the 2026 STAAR results, only 36% of Brown Elementary students in Grades 3-5 achieved Meets Grade Level or Above in Mathematics, indicating a continued need to strengthen foundational numeracy, mathematical comprehension, and grade-level proficiency.	Inconsistent vertical alignment of Mathematics instruction and limited teacher collaboration around grade-level TEKS progressions have resulted in gaps in instructional scaffolding, differentiated instruction, and targeted interventions needed to support students' mathematical understanding and academic growth.
3 ★	Students identified as needing Tier 3 intensive interventions at the beginning of the school year are not demonstrating sufficient academic growth to close foundational skill gaps and progress toward grade-level expectations.	Inconsistent professional development, instructional coaching, and collaborative planning have limited teachers' ability to effectively differentiate instruction, deliver targeted Tier 3 small-group interventions, and maximize instructional time to address individual student learning gaps

★ = Priority

Perceptions

Summary

At Otis Brown Elementary, our mission is to create a safe, supportive, and inclusive learning environment that promotes students' academic success and social-emotional development. We value strong relationships among students, families, staff, and community members. To evaluate how effectively we fulfill our mission, Brown examines Panorama climate surveys, student attendance and behavior data, staff feedback, and family engagement opportunities.

Student Perceptions and School Climate: The Spring 2026 Panorama Student Climate Survey for Grades 3–5 identified both strengths and areas needing improvement. Students reported **63% favorable responses for Valuing of School**, unchanged from Fall 2025, and **61% for Rigorous Expectations**, an increase of 7 percentage points. Additionally, **78% of students indicated that doing well in school is important**, and **75% reported that teachers encourage them to do their best**. These findings reflect positive student attitudes toward academic achievement and increased perceptions of teacher expectations.

However, overall **School Climate declined from 51% in Fall 2025 to 42% in Spring 2026**, while **School Safety decreased from 70% to 61%**. Only **22% of students responded favorably about how well students follow school rules**, **35% about respectful behavior**, and **47% about the fairness of school rules**. These results indicate a need to strengthen consistent behavior expectations, positive peer relationships, and students' perceptions of fairness and safety.

Student Safety and Bullying Prevention: Student feedback provides additional insight into school safety. In Spring 2026, **78% of students responded favorably regarding the likelihood of online bullying**, **70% regarding the frequency of physical fights**, and **61% regarding the difficulty of obtaining adult help when bullying occurs**. The adult-help measure declined 13 percentage points from Fall 2025, indicating a need to strengthen student confidence in reporting concerns and receiving timely support. Brown will continue emphasizing positive behavior supports, social-emotional learning, bullying prevention, and consistent adult responses to student concerns.

Staff Climate and Professional Relationships: Spring 2026 Panorama Employee Survey results showed differences between teachers' and other school staff members' perceptions. Teachers reported **66% favorable Staff-Leadership Relationships**, **47% School Leadership**, **46% Well-being**, **40% Professional Learning**, and **30% Feedback and Coaching**. Teacher perceptions of Feedback and Coaching decreased from 49% in Fall 2025 to 30% in Spring 2026.

Other school staff reported more favorable results, including **77% Staff-Leadership Relationships**, **71% School Leadership**, **63% Well-being**, **63% Professional Learning**, and **50% Feedback and Coaching**. These differences identify opportunities to strengthen teacher support, coaching, communication, and trust while maintaining positive relationships across all employee groups.

Staff and Student Well-being: Positive relationships remain an important campus strength. In Spring 2026, **90% of teachers reported that school leaders were friendly and understanding of personal challenges**, while **92% of other school staff reported respectful treatment by leadership**. However, only **68% of teachers reported frequently or almost always feeling safe at work**, compared with **91% of other school staff**. These findings reinforce the importance of maintaining a safe, respectful, and supportive environment for both students and employees.

Attendance and Student Engagement: Chronic absenteeism increased from **11.5% in 2024–25 to 12.3% in 2025–26**. The preliminary 2026–27 rate was **9.9% as of October 5, 2026**, although this year-to-date figure is not directly comparable with completed annual rates. Brown uses attendance monitoring, family outreach, recognition activities, and intervention supports to improve student attendance. Disaggregated attendance data will be reviewed to identify student groups needing additional support.

Family and Community Engagement: Brown seeks to build strong partnerships with families through school events, academic activities, parent communication, and opportunities for participation in campus programs. These efforts support the campus mission by connecting families with resources and encouraging shared responsibility for student success. The campus will continue gathering family feedback and monitoring participation to determine whether engagement opportunities are accessible and meaningful to all families.

Stakeholder Voice and Shared Decision-Making: Brown provides opportunities for staff to collaborate through grade-level teams, professional learning communities, and campus leadership structures. However, the Spring 2026 Panorama survey found

that only **38% of teachers** responded favorably regarding their input into important school decisions, compared with **64% of other school staff**. Brown will prioritize more consistent opportunities for stakeholder feedback and clearer communication about how that feedback informs campus decisions, improvement goals, and schoolwide practices.

Staff Support and Retention: Brown supports professional growth through mentoring, instructional coaching, collaborative planning, and leadership opportunities. Nevertheless, teacher survey results identify a need to improve the relevance of professional development, the quality of instructional feedback, and employee well-being. Strengthening these systems will support a more positive workplace culture and help address staff retention concerns.

College and Career Readiness: As a Prekindergarten–Grade 5 campus, graduation rates, dropout rates, and high school college and career readiness indicators are **not applicable**. Brown promotes future readiness by strengthening foundational academic skills, student responsibility, positive relationships, and engagement in learning.

Overall Summary: The most recent Panorama results show that Brown students value education and increasingly recognize high academic expectations. At the same time, declining student perceptions of school climate and safety, along with concerns about behavior expectations and adult support, identify important improvement needs. Staff survey results further highlight differences in employee experiences, particularly regarding leadership, coaching, and professional learning. Brown's 2026–27 priorities will include strengthening school climate and safety, improving student behavior supports, increasing stakeholder voice, supporting staff well-being, improving attendance, and expanding meaningful family engagement.

Strengths

At Otis Brown Elementary, we prioritize students' social-emotional well-being and positive relationships through the schoolwide implementation of Capturing Kids' Hearts (CKH) strategies. These practices support a welcoming school environment, strengthen student-teacher relationships, and promote a sense of belonging.

Family and Community Engagement: Brown builds strong relationships with families through our Parent Center, which provides parent engagement events, volunteer opportunities, and parenting programs. We collaborate with community partners to offer educational opportunities focused on health, financial literacy, safety, and other family needs. These partnerships strengthen connections between home and school and provide resources that support student and family success.

Student and Staff Relationships: The Spring 2026 Panorama Student Climate Survey showed that 78% of students in Grades 3–5 believe doing well in school is important, while 75% reported that teachers encourage them to do their best. Additionally, favorable perceptions of rigorous academic expectations increased from 54% in Fall 2025 to 61% in Spring 2026. These results reflect strengths in student motivation and teacher encouragement.

Community Pride and Long-Term Connections: Brown maintains relationships with former students and celebrates their continued success. During the 2023–24 school year, Brown awarded its first "Brown Bear Strong" Scholarship through the Irving Schools Foundation (ISF) to recognize a graduating high school senior who previously attended Brown Elementary. This initiative demonstrates the campus's commitment to supporting students beyond elementary school and celebrating their future accomplishments.

Overall, Brown Elementary's strengths include its commitment to social-emotional learning, positive student relationships, family engagement opportunities, community partnerships, and continued connections with former students. These established practices provide a foundation for strengthening school climate, student belonging, and stakeholder involvement during the 2026–27 school year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Some Brown Elementary families do not consistently receive timely information about school events, student activities, and family engagement opportunities, limiting their ability to participate.	The campus relies heavily on electronic communication platforms, such as ClassDojo and SchoolMessenger, without consistently using multiple communication methods or implementing a systematic process to verify and update parent contact information throughout the school year.
2	Only 5% of Brown Elementary parents regularly volunteer on campus, indicating a need to increase family participation in school activities and volunteer opportunities.	The campus lacks a consistent, systematic process for communicating specific volunteer needs, available opportunities, and participation procedures to families through multiple communication channels throughout the school year.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Brown Elementary students, including Emergent Bilingual (EB) students, continue to demonstrate a need for improved academic achievement in Reading Language Arts and Mathematics. According to the 2026 STAAR results, only 32% of students campuswide achieved Meets Grade Level or Above in Reading Language Arts and 36% in Mathematics. These results indicate a need to strengthen grade-level instruction	Inconsistent implementation of language-rich, TEKS-aligned instruction and differentiated small-group interventions across content areas, along with inconsistent monitoring of EB students' language development and academic progress, has limited opportunities for students to develop the academic language and content knowledge needed to demonstrate grade-level mastery.
2 ★	According to the 2026 STAAR results, 32% of Brown Elementary students achieved Meets Grade Level or Above in Reading Language Arts, compared to 36% in Mathematics, reflecting a 4-percentage-point gap and a need to improve Reading achievement.	Inconsistent implementation of TEKS-aligned reading instruction, differentiated small-group interventions, and ongoing progress monitoring has limited students' ability to demonstrate grade-level reading proficiency.
3 ★	According to the 2026 STAAR results, only 32% of Brown Elementary students in Grades 3-5 achieved Meets Grade Level or Above in Reading Language Arts, indicating a continued need to strengthen foundational reading skills and grade-level reading proficiency.	Inconsistent implementation of TEKS-aligned foundational literacy instruction across grade levels, including explicit phonological and phonemic awareness instruction, differentiated word study, and targeted interventions, has limited the campus's ability to address reading skill gaps and accelerate student growth systematically.
4 ★	Otis Brown Elementary has experienced attendance challenges over recent school years. Historical campus attendance rates declined from 96.6% to 95.1%. However, the most recent available attendance data indicate that chronic absenteeism increased from 11.5% in 2024-25 to 12.3% in 2025-26.	Campus attendance intervention systems have not been implemented and monitored consistently across grade levels. Although attendance incentives, parent communication, MTSS meetings, and home visits are established practices, the campus has not consistently used attendance data to identify students at risk of chronic absenteeism early, implement individualized interventions, and monitor their effec
5 ★	According to the 2026 STAAR results, only 17% of Brown Elementary students receiving Special Education services achieved Meets Grade Level or Above in Reading Language Arts, 19% in Mathematics, and 15% in Grade 5 Science. Brown Elementary is identified for Targeted Support and Improvement (TSI) for current Special Education students, who missed four accountability indicators for three consecutive	Inconsistent implementation and monitoring of TEKS-aligned specially designed instruction, IEP accommodations, and targeted academic interventions have limited students' opportunities to demonstrate mastery of grade-level content.

6 ★	According to the 2026 STAAR results, only 36% of Brown Elementary students in Grades 3-5 achieved Meets Grade Level or Above in Mathematics, indicating a continued need to strengthen foundational numeracy, mathematical comprehension, and grade-level proficiency.	Inconsistent vertical alignment of Mathematics instruction and limited teacher collaboration around grade-level TEKS progressions have resulted in gaps in instructional scaffolding, differentiated instruction, and targeted interventions needed to support students' mathematical understanding and academic growth.
7 ★	Some Brown Elementary families do not consistently receive timely information about school events, student activities, and family engagement opportunities, limiting their ability to participate.	The campus relies heavily on electronic communication platforms, such as ClassDojo and SchoolMessenger, without consistently using multiple communication methods or implementing a systematic process to verify and update parent contact information throughout the school year.
8 ★	Students identified as needing Tier 3 intensive interventions at the beginning of the school year are not demonstrating sufficient academic growth to close foundational skill gaps and progress toward grade-level expectations.	Inconsistent professional development, instructional coaching, and collaborative planning have limited teachers' ability to effectively differentiate instruction, deliver targeted Tier 3 small-group interventions, and maximize instructional time to address individual student learning gaps

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation**

- [ ] data
- [x] Gifted and talented data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, Otis Brown Elementary will increase the percentage of Prekindergarten students performing On Track on the CIRCLE Progress Monitoring assessment in English Early Writing Skills from 62% in 2025-2026 to 72% in 2026-2027, and in Spanish Rapid Vocabulary from 87% in 2025-2026 to 97% in 2026-2027.

Evaluation Data Source: Circle data

Strategy 1

Teachers will conduct small group instruction with students daily using a pre emergent/emergent reading model.

Strategy's Expected Result/Impact: Students will increase their English/Spanish proficiency by practicing their reading skills daily in Pre-K Guided Reading groups.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will track Circle data and use the information to provide targeted small group instruction.

Strategy's Expected Result/Impact: Students will increase their letter/sound knowledge by at least 5-10 letters by MOY and EOY.

Staff Responsible for Monitoring: Administration Team and Academic Specialist, Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2

By May 2027, Otis Brown Elementary will increase the percentage of Prekindergarten students performing On Track on the CIRCLE Progress Monitoring assessment from Beginning-of-Year (BOY) to End-of-Year (EOY) in Rapid Letter Naming from 31% to 41%, Rapid Vocabulary from 25% to 35%, and Mathematics from 33% to 43% for students testing in English. For students testing in Spanish, the campus will increase Rapid Letter Naming from 28% to 38% and Rapid Vocabulary from 50% to 60%.

Evaluation Data Source: Circle Assessment

Strategy 1

Teachers will conduct small group instruction with students daily using a pre emergent/emergent reading model.

Strategy's Expected Result/Impact: Students will increase their Phonological Awareness by practicing their reading skills daily in Pre-K Guided Reading groups.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will track Phonological Awareness data and use the information to provide targeted small group instruction.

Strategy's Expected Result/Impact: Students will increase their letter/sound knowledge by at least 5-10 letters by MOY and EOY.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, Otis Brown Elementary will increase the percentage of students in Grades 3-5 scoring at Meets Grade Level or Above on STAAR Reading Language Arts (RLA) from 32% in 2026 to 42% in 2027.

Additionally, the campus will increase the percentage of Special Education students in Grades 3-5 scoring at Meets Grade Level or Above on STAAR RLA from 17% in 2026 to 27% in 2027 to address the campus's Targeted Support and Improvement (TSI) identification for Special Education.

Evaluation Data Source: STAAR

Strategy 1

All Teachers will conduct guided reading lessons in small groups daily.

Strategy's Expected Result/Impact: Increase reading and fluency comprehension.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Deliver effective Reading instruction (Tier 1) by addressing all components of the reading block daily.

Strategy's Expected Result/Impact: Increased reading levels and comprehension as seen in students' MAP scores.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

New teachers will be provided a mentor and or coach and will attend New Teacher Monday professional development every month.

Strategy's Expected Result/Impact: Ensure implementation of campus instructional non negotiable best practices.

Staff Responsible for Monitoring: Administration Team, Academic Specialist

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By May 2027, Otis Brown Elementary will increase the percentage of Kindergarten through Grade 5 students who Meet or Exceed Expected Growth on NWEA MAP Reading (English and Spanish combined) from 45% in 2025-2026 to 55% in 2026-2027. By May 2027, Otis Brown Elementary will increase the percentage of Kindergarten through Grade 5 students who Meet or Exceed Expected Growth on NWEA MAP Reading (English and Spanish combined) from 45% in 2025-2026 to 55% in 2026-2027.

Additionally, the campus will increase the percentage of Special Education students in Kindergarten through Grade 5 who Meet or Exceed Expected Growth on NWEA MAP Reading (English and Spanish combined) to at least 10 percentage points above the verified baseline by May 2027, in alignment with the campus's Special Education Targeted Support and Improvement (TSI) identification.

Evaluation Data Source: MAP data

Strategy 1

Utilize MClass monitoring to ensure student academic growth and modify lessons as needed.

Strategy's Expected Result/Impact: Reading proficiency will increase due to targeted interventions and lessons.

Staff Responsible for Monitoring: Teachers, Paraprofessionals.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will adhere to the district aligned RLA curriculum (Amplify) for Tier 1 instruction.

Strategy's Expected Result/Impact: Students will increase their Reading Proficiency by at least 5-10 points in their MClass MOY and EOY assessment.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5

By May 2027, Otis Brown Elementary will increase the percentage of students in Grades 3-5 scoring at Meets Grade Level or Above on STAAR Mathematics from 36% in 2026 to 46% in 2027.

Additionally, the campus will increase the percentage of Special Education students in Grades 3-5 scoring at Meets Grade Level or Above on STAAR Mathematics from 19% in 2026 to 29% in 2027, addressing the campus's Targeted Support and Improvement (TSI) identification for Special Education.

Evaluation Data Source: STAAR

Strategy 1

Teachers will conduct small Math-groups for at least 30 minutes every day.

Strategy's Expected Result/Impact: Increased MAP Scores

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Instructional team and Admin. team will track student growth MAP MATH performance for Emergent Bilingual Students and set goals accordingly.

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team and Instructional Team.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By May 2027, Otis Brown Elementary will increase the percentage of Grade 5 students scoring at Meets Grade Level or Above on STAAR Science from 15% in 2026 to 25% in 2027.

Additionally, the campus will increase the percentage of Grade 5 Special Education students scoring at Meets Grade Level or Above on STAAR Science from 15% in 2026 to 25% in 2027, addressing the campus's Targeted Support and Improvement (TSI) identification for Special Education.

Evaluation Data Source: STAAR

Strategy 1

Teachers will conduct small Math-groups for at least 30 minutes every day.

Strategy's Expected Result/Impact: Increased MAP and STAAR scores.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Instructional team and Admin. team will track student growth MAP MATH performance for Hispanic and White Students and set goals accordingly.

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team and Instructional Team.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 7 ☑ High Priority

By May 2027, Otis Brown Elementary will increase the percentage of Kindergarten through Grade 5 students who Meet or Exceed Expected Growth on NWEA MAP Mathematics (English and Spanish combined) from 54% in 2025-2026 to 64% in 2026-2027.

Additionally, the campus will increase the percentage of Special Education students in Kindergarten through Grade 5 who Meet or Exceed Expected Growth on NWEA MAP Mathematics (English and Spanish combined) with a target of at least a 10-percentage-point increase from the verified Special Education Mathematics MAP baseline.

Evaluation Data Source: Math MAP

Strategy 1

Teachers will conduct small Math-groups for at least 30 minutes every day.

Strategy's Expected Result/Impact: Increased MAP and STAAR scores.

Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Instructional team and Admin. team will track student growth MAP MATH performance for Hispanic and White Students and set goals accordingly.

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team and Instructional Team.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

All Math teachers will adhere to the District Aligned Curriculum for Math (Eureka)

Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year.

Staff Responsible for Monitoring: Administration Team, Instructional Team, Teachers.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 9.5% to 6% by May 2027.

Strategy 1

Use an incentive program to celebrate students who average above 97% attendance each six weeks.

Strategy's Expected Result/Impact: Create a culture of celebration regarding attendance. Decrease the number of students missing instruction

Staff Responsible for Monitoring: DP clerk, Counselors, Assistant Principal

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The attendance committee will conduct meetings to review Cognos reports and create family notifications for chronically absent students.

Strategy's Expected Result/Impact: Decrease number of student absences PK-5. Collaborate with families on learning the impact of the loss of instruction.

Staff Responsible for Monitoring: DP clerk, Counselors, Assistant Principal

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Host at least 5 campus-wide parent involvement activities during the 2026-2027 school year.

Evaluation Data Source: Parent feedback surveys, sign-in sheets, campus calendar

Strategy 1

Counselors and Parent Liaison will host at least 2 parent meetings and additional monthly meetings to support families throughout the school year.

Strategy's Expected Result/Impact: Families will gain insight into how to support students with current topics, possibly including but not limited to: cyberbullying, managing technology, safety response protocol (safety drills). Gifted and talented program, 504 program, improving attendance, ESL classes.

Staff Responsible for Monitoring: Parent Liaison, counselors,

Formative Reviews

November	February	April	June

Strategy 2

The All-Pro Dads Committee will host one event each semester.

Strategy's Expected Result/Impact: Continue expansion of All-Pro Dads participants from the 24-25 school year. Promote parent presence on campus to encourage student attendance.

Staff Responsible for Monitoring: Counselors Parent Liaison

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2

Maintain consistent parent communication through the use of Brown's Class Dojo page and Kinvolved.

Evaluation Data Source: Climate/Culture Survey, quantity of Class Dojo posts, and number of Kinvolve communications sent.

Strategy 1

Teachers send home QR codes to families to join ClassDojo.

Strategy's Expected Result/Impact: Alignment between teachers, the platform easily translates communication for non-English speaking parents, additional resource to monitor student behavior.

Staff Responsible for Monitoring: PK-5th teachers, Campus Administrators, Support staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The campus will use Kinvolved to communicate pertinent information with families.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Campus Administrators, Counselors, Parent Liaison, Support Staff

Title I: 2.5.2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Brown Elementary School

Total SCE Funds: $60,000.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Staffing of a general educational aide and a part time tutor whose duties include small group intervention and social-emotional support during the school day. Supplies to support small group instruction.

Personnel for Brown Elementary School

Name	Position	FTE
Betzabeth Pagan	Interventionist	1
Hilary Coon	Academic Specialist	1
Jessica Kuo	Interventionist	1
Maricamen Mancillas	Parent Liaison	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Brown Elementary School engaged in a **comprehensive needs assessment (CNA) process beginning in May 2026 and concluding in June 2026** to inform the development of the **2026–2027 Campus Improvement Plan**.

- **Stakeholder Teams:** The CNA process included representation from campus administrators, classroom teachers across grade levels and content areas, interventionists, Special Education staff, Emergent Bilingual support staff, counselors, parents, and community stakeholders.
- **Meeting Cadence:** The CNA team participated in collaborative data-review and planning sessions during May and June. Teams engaged in whole-group data analysis, domain-specific discussions, and consensus-building to identify campus strengths, needs, and priorities.
- **Data Sources Reviewed:** The campus examined multiple quantitative and qualitative data sources, including **2026 STAAR and accountability data, 2025–26 MAP Growth Reading and Math results, TELPAS/English Language Proficiency data, PK CIRCLE data, Special Education performance data, discipline and suspension data, attendance information, enrollment and demographic trends, instructional data, and family/community engagement information**.
- **Process:** Stakeholders analyzed the four CNA domains—**Demographics, Student Learning, Processes & Programs, and Perceptions**. Teams identified strengths and needs, developed data-based problem statements, and conducted root-cause analysis. Priority needs were then connected to measurable performance objectives and strategies in the 2026–27 CIP.
- **Campus Priorities:** The process identified key areas requiring continued attention, including **RLA achievement and growth, Special Education/TSI performance, Grade 5 Science achievement, and Emergent Bilingual language development**, while continuing to monitor attendance, behavior, and family engagement.
- **Documentation:** CNA meeting documentation, supporting data, drafts, and finalized CNA/CIP materials are maintained according to district Title I documentation procedures.

1.2 Location for Evidence of Multiple Meetings Held

Brown Elementary School ensured that **multiple opportunities were provided for stakeholders to engage in the CNA process** throughout the spring, summer, and fall of **2026** to support development and refinement of the **2026–2027 Campus Improvement Plan**.

- The CNA process began in **May 2026** through campus leadership and stakeholder meetings, during which participants reviewed available campus data and identified initial strengths, needs, and areas requiring further analysis.
- Additional CNA work occurred during **May and June 2026**, with stakeholders reviewing available **MAP Growth, STAAR, TELPAS, PK CIRCLE, Special Education, discipline, attendance, demographic, and instructional data**.
- Following the release of updated **2026 STAAR, accountability, and school-improvement identification data**, the campus continued its CNA review to refine priority problem statements, conduct systemic root-cause analysis, and ensure alignment between identified needs, performance objectives, and CIP strategies.
- **Evidence of multiple meetings**, including agendas, meeting notes/minutes, stakeholder participation or sign-in documentation, CNA working documents, and supporting data, is maintained in **Title I Crate** and available for review.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Brown Elementary School's **2026–2027 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the **Comprehensive Needs Assessment (CNA) process** and included multiple opportunities for stakeholder participation throughout the spring, summer, and fall of 2026.

- **May–June 2026:** Campus stakeholders reviewed available data to identify strengths, needs, and priority areas. Data reviewed included **MAP Growth, STAAR, TELPAS, PK CIRCLE, Special Education, discipline, attendance, enrollment/demographic, and instructional data**.
- **Summer 2026:** The campus continued the CNA process by analyzing updated student-performance data and developing/refining **problem statements, strengths, needs, and systemic root-cause hypotheses** across the four CNA domains: Demographics, Student Learning, Processes & Programs, and Perceptions.
- **Fall 2026:** Following the availability of updated **2026 STAAR, accountability, and school-improvement identification data**, stakeholders reviewed and refined the CNA findings and aligned the identified priorities with the **2026–2027 CIP performance objectives, strategies, and progress-monitoring measures**.
- **Documentation:** Evidence of stakeholder participation and multiple CNA/CIP meetings—including **agendas, meeting notes/minutes, sign-in sheets, CNA working documents, and supporting data—is maintained in Title I Crate** and is available for review.

2.2 Stakeholders 1114(b)(2)

Brown Elementary School engaged a wide range of stakeholders in the development of the **2026–2027 Campus Improvement Plan (CIP)** and Comprehensive Needs Assessment (CNA).

- **Campus Staff:** Teachers across grade levels and content areas, team leads, interventionists, counselors, Special Education staff, and instructional support staff participated in the CNA process and provided input regarding campus strengths, needs, priority problem statements, root causes, performance objectives, and improvement strategies.
- **Campus Leadership:** The **Leadership Coalition** served as a key planning and decision-making group, providing representation across grade levels, Special Education, intervention, counseling, specials, instructional support, and administration. Members included:
    - Mariana Gomez, Principal
    - Estela Chavarria PK Lead
    - Rebecca Arden, Kindergarten Lead
    - Janelle Jackson, Assistant Principals
    - Hilary Coon, Academic Specialist
    - DeMarcus Fraiser, SPED Lead
    - Angela Meyer, 1st Grade Lead
    - Cathrine Parr, 2nd Grade Lead
    - Bianca Zambrano, 3rd Grade Lead
    - Jennifer Jimenez, 4th Grade Lead
    - Jessica Soriano, 5th Grade Lead
    - Brandi Minter, Specials Lead
    - Jessica Kuo, Interventionist
    - Betzabeth Pagan, Interventionist
    - Aimee Jones, Counselor
    - Kyle MacDougall, Counselor
- **Families and Community:** Parents and community stakeholders were provided opportunities to participate through **CIC meetings, family engagement activities, and campus feedback opportunities**. Their input was considered as part of the CNA/CIP process to ensure campus planning reflected the needs of students, families, staff, and the Brown community.

Together, these stakeholders contributed to a collaborative planning process designed to ensure that Brown's **2026–2027 CIP is directly connected to identified campus needs and student outcomes**.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The **2026–2027 Campus Improvement Plan (CIP)** is made available to district staff, parents, and the community through multiple formats to support accessibility and understanding.

- The finalized CIP is **posted on the Brown Elementary School website** for access by families, staff, and community members.
- Copies of the CIP are available in the **Brown Elementary front office upon request**.
- The plan is communicated in **clear, parent-friendly language**, with key information available in **English and Spanish**. Translation support is available upon request for families who need information in other languages.
- The CIP and its purpose are communicated during **parent and family engagement opportunities** and through the **Brown Family Newsletter**, helping families understand the campus goals, priorities, and improvement efforts for the 2026–2027 school year.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The **2026–2027 Brown Elementary Campus Improvement Plan (CIP)** is developed in coordination with district, state, and federal programs to maximize resources, address identified needs, and avoid duplication of services. Funding from **Title I, State Compensatory Education (SCE), and local/general funds** is coordinated with campus strategies to support academic achievement, intervention, student support, and family engagement.

- **Federal Programs: Title I** resources support allowable supplemental instructional services, intervention, professional learning, and family engagement aligned with Brown's CNA. **Special Education/IDEA** and **Emergent Bilingual/Title III** supports are coordinated with campus instruction to provide specially designed instruction, accommodations, scaffolds, and language-development support. This is particularly important given Brown's identified **Special Education/TSI and Emergent Bilingual needs**.
- **State Programs: SCE resources** are coordinated with the campus MTSS/intervention system to provide supplemental academic support for students identified as at risk. Accelerated instruction requirements are incorporated into Brown's intervention and progress-monitoring processes for students who do not demonstrate grade-level mastery.
- **Local and District Programs:** Brown coordinates district curriculum, **MTSS/RISE structures, instructional coaching, intervention systems, counseling and behavior supports**, and community resources to address academic and nonacademic needs. The **Irving Schools Foundation** and other community partnerships provide additional resources and support for Brown students and families.
- **CIP Alignment:** Title I, SCE, and other supplemental expenditures are connected to **CNA-identified needs, priority problem statements, performance objectives, and specific strategies**, with funding sources documented in the CIP as applicable.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Brown Elementary School evaluates the **effectiveness of programs and CIP strategies** through ongoing formative and summative review processes. Supporting documentation is maintained in **Title I Crate**.

- **Formative Reviews:** Progress toward performance objectives and strategy implementation is reviewed throughout the **2026–2027 school year** and documented in the Formative Review section of the CIP. Data reviewed may include **MAP Growth, common formative assessments/DOLs, PK CIRCLE, TELPAS progress monitoring, attendance, discipline, intervention data, student work, and classroom walkthrough evidence**. Findings are used to determine whether strategies should be continued, adjusted, or intensified.
- **Summative Review:** An **annual evaluation of the 2026–2027 Schoolwide Program/CIP** is completed using end-of-year results, including **STAAR, MAP Growth, TELPAS, PK CIRCLE, attendance, discipline, and other applicable campus performance data**. The campus determines whether performance objectives were met and evaluates the impact of implemented strategies.

- **Alignment with CNA:** Findings from formative and summative reviews are incorporated into the **Comprehensive Needs Assessment for the following school year**, creating a continuous improvement cycle connecting data, identified needs, root causes, performance objectives, strategies, and evaluation.
- **Evidence:** Supporting documentation, including **agendas, sign-in sheets, meeting notes/minutes, assessment reports, progress-monitoring data, and other program-evaluation evidence**, is maintained in **Title I Crate** as applicable.

Title I Personnel

Name	Position	Program	FTE
Alina Karam	Interventionist	Interventionist	1
Hilary Coon	Academic Specialist	Academic Specialist	1
Jessica Kuo	Interventionist	Interventionist	1
Maria Mancillas	Parent Liaison	Parent Liaison	1

Irving Independent School District

Brandenburg Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:17 AM

Mission Statement

Our mission is to sustain a positive, engaging learning environment for every child, every day, whatever it takes!

Vision

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society.

Value Statement

Collective Commitments: To achieve the vision, we describe in our vision statement, our staff will adhere to the following collective commitments.

1. We will provide a welcoming and safe environment for students, parents, staff. Additionally, we will celebrate the cultural diversity of our student body and community.
2. We will model life-long learning by taking advantage of professional development opportunities and having a growth mindset.
3. We will provide a challenging, rigorous, and developmentally appropriate curriculum that addresses individual student needs, is focused on academic growth.
4. We will use assessment information not only to monitor student growth but also to guide our instruction and to inform parents and students of progress.
5. We will support each other as contributing members of a collaborative team.
6. We will work together to achieve our SMART goals.
7. We will encourage the parents to understand that education is an active partnership between the school and its community by providing resources and strategies to help students succeed.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 19

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 24

Goals 25

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 26

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 41

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 43

State Compensatory Education 47

Budget for Brandenburg Elementary School 48

Personnel for Brandenburg Elementary School 48

Title I Summary 49

Title I Personnel 50

Comprehensive Needs Assessment

Demographics

Summary

Brandenburg Elementary is a PK–5 campus serving approximately **805 students**. The Fall 2026 PEIMS snapshot reflects an enrollment of 804 students across Pre-K through fifth grade. Brandenburg is a **two-way Dual Language campus** and provides multiple programs and services designed to meet the academic, linguistic, social-emotional, and behavioral needs of its diverse student population.

The student population is predominantly **Hispanic/Latino (82.71%)**. Approximately **62.19% of students are identified as Emergent Bilingual**, with **69.15% participating in bilingual programming** and **4.35% receiving ESL services**. Brandenburg serves a significant number of students requiring specialized and differentiated supports, including **18.91% receiving Special Education services, 16.79% identified as Gifted and Talented, 1.62% receiving Section 504 services, and 73.76% identified as At-Risk**. Additionally, **6.22% of students are identified as immigrant students, 3.73% are transfer students, and 1.12% are identified as homeless**.

Enrollment is distributed across all grade levels, with the largest student populations currently in **fourth grade (142 students)** and **fifth grade (136 students)**. Brandenburg provides a variety of academic and enrichment opportunities, including its two-way Dual Language program, ESL services, intervention services, fine arts, and Gifted and Talented programming. For the **2026–27 school year, Brandenburg has a full-time Gifted and Talented teacher who provides dedicated services to identified GT students as part of the specials rotation. The campus also has a full-time librarian, allowing library to be included in the specials rotation. This represents an increase in campus-based library support from the previous year, when a librarian was shared between two campuses.**

Family and community engagement continue to be strengths of the campus, with families actively participating in school events and community partners providing additional resources and support. Student attendance also remains a campus strength. Brandenburg ended the 2025–26 school year with approximately 96.7% attendance and received the district elementary attendance recognition for the second consecutive year. While overall attendance remains strong, the percentage of students identified as chronically absent increased from 5.1% in 2024–25 to 5.9% in 2025–26, identifying a need for continued early identification, family communication, and targeted attendance intervention.

Based on 2025–26 achievement, attendance, and demographic data, identified target populations for the 2026–27 school year include students receiving Special Education services, Emergent Bilingual students, Economically Disadvantaged students, and students demonstrating patterns of chronic absenteeism. Campus systems will prioritize progress monitoring, differentiated instructional support, targeted intervention, and family engagement to address identified gaps and improve outcomes for these student groups.

Overall, Brandenburg's demographics reflect a culturally and linguistically diverse school community with substantial Emergent Bilingual, At-Risk, Special Education, and Gifted and Talented populations. These demographics reinforce the need for continued emphasis on high-quality Tier 1 instruction, language development, differentiated instruction, enrichment opportunities, progress monitoring, targeted interventions, collaborative planning, and strong family engagement to ensure equitable academic growth and achievement for every student.

Strengths

Strong Dual Language and linguistic programming: Brandenburg is a two-way Dual Language campus serving a culturally and linguistically diverse student population. With **62.19% of students identified as Emergent Bilingual**, the campus provides bilingual and ESL programming aligned to the language needs of students and families.

Expanded Gifted and Talented services: 16.79% of students are identified as Gifted and Talented. For the 2026–27 school year, Brandenburg has a **full-time GT teacher**, allowing identified students to receive dedicated GT services as part of the specials rotation and increasing opportunities for enrichment and extension.

Expanded library services: Brandenburg now has a **full-time librarian**, compared with the previous year when the librarian was shared between two campuses. Library is now included in the specials rotation, providing students with consistent access to

library services and literacy resources.

Strong overall attendance and attendance systems: Brandenburg continues to demonstrate a strong campus-wide commitment to student attendance. The campus maintained an average daily attendance rate of approximately 96.7% during the 2025–26 school year and continued implementing proactive attendance monitoring, family communication, and student recognition systems. While overall attendance remains a campus strength, chronic absenteeism increased from 5.1% in 2024–25 to 5.9% in 2025–26, identifying an opportunity for more targeted early intervention with students demonstrating patterns of excessive absences.

Strong family engagement: Families actively participate in campus activities including Meet the Teacher, Open House, family events, student performances, academic nights, awards assemblies, Career Day, All Pro Dad, parent education opportunities, and Field Day. Family participation continues to strengthen the partnership between home and school.

Active community partnerships: Community organizations and local businesses provide school supplies, student incentives, resources, and other forms of support that contribute to student and family needs and campus initiatives.

Programs and supports aligned to student needs: Brandenburg provides a range of services aligned to its diverse student population, including two-way Dual Language, ESL, Gifted and Talented, Special Education, Section 504, intervention, fine arts, counseling, and MTSS supports.

Strong systems for monitoring student needs: Campus-wide data systems allow teachers and administrators to access and monitor student achievement, essential standards, language, intervention, and program information. These systems support collaborative data analysis, early identification of student needs, differentiated instruction, intervention, and progress monitoring.

Decreased student mobility: Brandenburg's mobility rate decreased from **12.14% in 2024–25 to 9.89% in 2025–26**, a decrease of 2.25 percentage points. Increased student stability supports continuity of instruction, stronger relationships with students and families, and consistent implementation of academic and intervention supports.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.
2 ★	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

★ = Priority

Student Learning

Summary

Brandenburg Elementary demonstrated improvement in student achievement and growth during the 2025–26 school year. The campus earned an overall 2026 accountability score of 85 (B). Domain I – Student Achievement earned a scale score of 73, Domain II-A – Academic Growth earned an 83, Domain II-B – Relative Performance earned an 81, and Domain III – Closing the Gaps earned a 90. Closing the Gaps demonstrated significant improvement from the previous year's scale score of 73.

2026 STAAR results demonstrate areas of strength as well as continued opportunities to increase the percentage of students performing at Meets and Masters Grade Level. In Reading, 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. In Mathematics, 70% performed at Approaches or above, 47% at Meets or above, and 21% at Masters. In fifth-grade Science, 70% performed at Approaches or above, 37% at Meets or above, and 17% at Masters. Fifth-grade Reading was an area of strength, with 52.6% of students performing at Meets or above and 32.6% at Masters. Results indicate a continued need to increase achievement across grade levels and content areas and increase the number of students progressing from Approaches to Meets and from Meets to Masters.

Student growth was a strength in the 2026 accountability data. In Reading, the All Students growth score was 70, with Hispanic and Emergent Bilingual students also at 70 and Special Education students at 48. In Mathematics, the All Students growth score was 77, with Hispanic and Emergent Bilingual students at 80 and Special Education students at 56. These results demonstrate strong overall growth, particularly in mathematics, while identifying students receiving Special Education services as a population requiring continued targeted support.

Student-group achievement data identify additional opportunities for targeted support. At Meets Grade Level or above, 42% of all students met the Reading standard, 47% met the Mathematics standard, and 37% met the Science standard. In comparison, students receiving Special Education services achieved 13% in Reading, 21% in Mathematics, and 8% in Science. Emergent Bilingual students achieved 34% in Reading, 44% in Mathematics, and 34% in Science, while Economically Disadvantaged students achieved 37% in Reading, 43% in Mathematics, and 35% in Science. These results support continued monitoring and targeted instructional support for identified student groups, with the most significant achievement gaps evident among students receiving Special Education services.

English language development demonstrated significant improvement. In the 2026 accountability data, 46% of Emergent Bilingual students demonstrated Advanced High or Basic Fluency, compared with 29% the previous year. Brandenburg earned all four available points for English Language Proficiency in Domain III.

Fall 2026 MAP data provide a baseline for the 2026–27 school year. In Mathematics, the campus median achievement percentile is 49th, with Grades 3–5 beginning the year above the national median and Kindergarten and Grade 2 demonstrating greater areas of need. In English Reading, the campus median achievement percentile is 28th. Because Brandenburg is a two-way Dual Language campus, students were also assessed in Spanish Reading, where the campus median achievement percentile is 44th. BOY students were assessed in both English and Spanish Reading and will continue reading assessment in the language in which they demonstrated stronger performance. Mathematics was administered in each student's dominant language. Fifth-grade Science MAP, administered in English, resulted in a median achievement percentile of 56th.

Pre-K student learning is monitored through CIRCLE assessments and campus essential standards trackers. Teachers monitor the development of foundational literacy, letter knowledge and sounds, early writing, numeral recognition, counting, and other essential skills throughout the year. CIRCLE BOY, MOY, and EOY data, along with six-week essential standards monitoring, are used to identify instructional needs and measure student progress.

Across PK–5, Brandenburg maintains campus-wide systems for monitoring student performance by grade level, content area, essential standard, student group, and individual student. Teachers and administrators use MAP, CIRCLE, district and campus assessments, essential standards trackers, student work, exit tickets, and formative assessment data during PLCs and data discussions to identify learning gaps, plan intervention and enrichment, differentiate instruction, and monitor progress.

Overall, student learning data demonstrate improvement in accountability performance, strong student growth, significant improvement in Closing the Gaps and English language proficiency, and areas of strength in mathematics and upper-grade reading. Current data also identify continued opportunities to increase Reading and Science achievement, strengthen

foundational literacy, increase the percentage of students reaching Meets and Masters Grade Level, and accelerate achievement and growth for identified student groups, particularly students receiving Special Education services. These findings will guide instructional priorities, professional learning, intervention, progress monitoring, and resource allocation during the 2026–27 school year.

Strengths

Strong accountability performance and Distinction Designations: Brandenburg earned a 2026 accountability rating of **B (85)** and received four Distinction Designations: **Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gaps**. These recognitions highlight campus strengths in mathematics and science achievement, academic growth, and performance on Closing the Gaps measures.

Strong overall academic growth: Student growth continues to be a strength for Brandenburg. In 2026 accountability, the campus earned a **Domain II-A Academic Growth scale score of 83**. The All Students growth score was **70 in Reading and 77 in Mathematics**, demonstrating that students are making academic progress even when they have not yet reached grade-level achievement.

Strong Mathematics growth across key student groups: Mathematics growth was particularly strong, with **Hispanic students and Emergent Bilingual students earning growth scores of 80**. Economically Disadvantaged students earned a growth score of **78**, demonstrating positive growth across student groups.

Significant improvement in Closing the Gaps: Brandenburg earned a **90 in Domain III – Closing the Gaps**, increasing from a scale score of **73** the previous year. This reflects substantial improvement across multiple accountability indicators and student groups.

Strong English language development: Brandenburg earned **all 4 available points for English Language Proficiency** in Domain III. The percentage of Emergent Bilingual students demonstrating Advanced High or Basic Fluency increased from **29% to 46%**, demonstrating significant progress in English language development.

Evidence of students reaching higher levels of achievement: 2026 STAAR results demonstrate areas of strength at the Meets and Masters levels. **Fifth Grade Reading achieved 52.6% Meets Grade Level or above and 32.6% Masters**, demonstrating success in moving students toward higher levels of academic achievement.

Positive beginning-of-year performance in Mathematics and Science: Fall 2026 MAP results show a campus median achievement percentile of **49th in Mathematics**, with Grades 3–5 beginning the year above the national median. Fifth Grade Science began the year at the **56th percentile**, providing a positive foundation for continued growth.

Strong data-driven instructional systems: Brandenburg has established campus-wide systems for monitoring student achievement and progress. Teachers and administrators use **MAP, CIRCLE, essential standards trackers, district and campus assessments, student work, exit tickets, and formative assessment data** during PLCs to identify student needs, plan differentiated instruction, provide intervention and enrichment, and monitor progress throughout the year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
2 ★	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.
3 ★	2025-26 STAAR Reading results show that 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. Performance varies across grade levels and standards, indicating a continued need to increase the percentage of students demonstrating grade-level mastery and higher levels of achievement.	Students need more consistent opportunities to demonstrate mastery of grade-level reading and writing standards through high-quality Tier 1 instruction, explicit modeling, frequent practice, constructed response and use of textual evidence, and targeted reteach and intervention based on student performance data.
4 ★	Fall 2026 MAP Reading data identify foundational literacy as an area of need in the primary grades. English Reading median achievement percentiles were 19th percentile in Kindergarten, 28th percentile in Grade 1, and 21st percentile in Grade 2, indicating a need to strengthen early literacy skills and accelerate achievement in K-2.	K-2 students need consistent, systematic foundational literacy instruction, frequent opportunities to practice and apply foundational skills, and targeted small-group support based on ongoing assessment and progress-monitoring data.
5 ★	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.

6 ★

.2025-26 STAAR Science results indicate a continued need to increase fifth-grade science achievement. 70% of students performed at Approaches Grade Level or Above, 37% at Meets Grade Level or Above, and 17% at Masters Grade Level.

Students need more consistent opportunities across grades K-5 to develop and apply scientific concepts through explicit science instruction, hands-on learning, academic vocabulary, analysis of scientific information, and written/constructed responses. Greater vertical alignment and consistent monitoring of essential science standards are needed to strengthen students' foundational knowledge prior

7 ★

Fall 2026 CIRCLE Wave 1 data identify areas of need in Pre-K school readiness. In English, 50% of students were On Track in Rapid Letter Naming, 23% in Rapid Vocabulary, 71% in Math Numbers, and 25% in Math Overall, indicating a need to strengthen early literacy, vocabulary, and mathematics skills and increase the percentage of students meeting CIRCLE On Track benchmarks.

Pre-K students need consistent, explicit instruction and frequent opportunities to practice and apply early literacy, vocabulary, and mathematics skills, along with targeted small-group instruction and ongoing progress monitoring based on CIRCLE and formative assessment data.

★ = Priority

School Processes & Programs

Summary

Brandenburg Elementary maintains structured academic, behavioral, leadership, and student-support systems designed to meet the needs of its diverse PK–5 population. Campus programs and processes are aligned to the mission of sustaining a positive, engaging learning environment for every child, every day, whatever it takes.

Brandenburg is a **two-way Dual Language campus serving students in PK–5** and provides bilingual, ESL, Special Education, Section 504, Gifted and Talented, dyslexia, intervention, counseling, and MTSS services based on identified student needs. With **18.91% of students receiving Special Education services, 62.19% identified as Emergent Bilingual, 16.79% identified as Gifted and Talented, and 73.76% identified as At-Risk**, campus processes must provide targeted support, differentiated instruction, intervention, and opportunities for enrichment and extension.

Curriculum and instruction are grounded in district-adopted high-quality instructional materials, including **Bluebonnet Learning for RLA and Mathematics**. Teachers engage in lesson internalization and collaborative planning to strengthen standards alignment, identify expected student outcomes, anticipate misconceptions, plan checks for understanding, and differentiate instruction. Campus instructional priorities emphasize effective Tier 1 instruction, including **Explicit Model, Frequent Practice, active student engagement, checks for understanding, strategic monitoring, and opportunities for students to read, write, think, and discuss throughout instruction**.

Professional Learning Communities (PLCs) are a central component of the campus instructional process. Grade-level and content teams collaboratively analyze student data and work products, internalize upcoming lessons, identify essential standards, plan intervention and enrichment, and determine instructional responses. Campus and district assessment data, MAP, CIRCLE, essential standards trackers, exit tickets, formative assessments, and student work are used to monitor progress and adjust instruction.

Brandenburg maintains a systematic **MTSS process** to support students demonstrating academic, behavioral, social-emotional, or attendance needs. Students are identified through multiple data sources, and teams develop, implement, monitor, and adjust individualized interventions based on student response. Intervention and small-group instruction are designed to supplement rather than replace high-quality Tier 1 instruction. Additional academic support, including tutoring, is provided based on identified student needs.

Instructional leadership includes regular classroom walkthroughs, observation, coaching, and feedback. Administrators and instructional leaders use the district's **Instructional Coaching and Feedback framework** to identify evidence-based areas of reinforcement and growth and provide teachers with specific, measurable, bite-sized action steps. Follow-up observations and coaching are used to monitor implementation and strengthen instructional practice.

Brandenburg promotes positive student behavior through **PBIS and PAWS: Positive Attitude, Always Ready, Works Together, and Shows Respect**. Expectations are explicitly taught, reinforced through morning announcements and campus systems, and recognized through positive reinforcement. Counseling, behavior supports, and campus procedures further support a safe, structured, and positive learning environment.

Student enrichment is an important component of campus programming. For the **2026–27 school year, Brandenburg has a full-time Gifted and Talented teacher who provides dedicated GT services as part of the specials rotation**. The campus also has a **full-time librarian**, allowing the library to become part of the specials rotation and providing students consistent access to literacy resources and library services. Specials include **music, art, library/GT, and PE,** and additional student clubs and extracurricular opportunities are provided based on student interest and campus resources.

Leadership and decision-making are collaborative and promote shared ownership. Teachers have opportunities to serve in grade-level leadership roles, campus committees, PLCs, and school initiatives. Campus leaders use student achievement data, walkthrough evidence, staff input, and identified campus needs to establish instructional priorities and determine professional learning and resource allocation.

Communication and family engagement are supported through multiple systems, including **ClassDojo, Snap! Connect, campus newsletters, family events, parent education opportunities, PTO activities, and community partnerships**. These processes provide families with information, opportunities for participation, and access to resources that support student success.

Overall, Brandenburg's processes and programs reflect an integrated approach to **high-quality Tier 1 instruction, collaborative planning, data-driven decision-making, intervention and enrichment, instructional coaching, positive behavior supports, leadership development, and family engagement**.

Continued refinement of these systems will focus on **consistent implementation across classrooms, timely response to student data, and ensuring that campus processes result in measurable improvements in student achievement and growth.**

Strengths

Strong collaborative PLC and data-driven instructional systems: Brandenburg has established PLC structures that support collaborative planning, lesson internalization, analysis of student work and assessment data, identification of essential standards, and planning for intervention and enrichment. Campus-wide data systems allow teachers and administrators to monitor performance at the individual student, classroom, grade-level, content, essential-standard, and student-group levels. Teams use MAP, CIRCLE, district and campus assessments, essential standards trackers, formative assessments, exit tickets, and student work to identify trends and plan reteaching, differentiated small groups, intervention, enrichment, MTSS supports, and progress monitoring.

Focus on high-quality Tier 1 instruction: Campus instructional expectations provide a common framework for strengthening teaching and learning across classrooms. Teachers engage in lesson internalization and implement instructional practices such as Explicit Model, Frequent Practice, checks for understanding, active student engagement, strategic monitoring, and opportunities for students to read, write, think, and discuss.

Instructional coaching and feedback: Administrators and instructional leaders conduct regular classroom walkthroughs and provide teachers with targeted feedback and specific, measurable, bite-sized action steps. Follow-up observations and coaching support continued teacher growth and more consistent implementation of instructional expectations.

Comprehensive student support systems: Brandenburg utilizes MTSS to identify and respond to academic, behavioral, social-emotional, and attendance needs. Intervention, small-group instruction, progress monitoring, counseling, Special Education, Section 504, bilingual/ESL, and other support services provide multiple layers of assistance based on individual student needs.

Established Dual Language programming: Brandenburg's PK–5 two-way Dual Language program provides sustained bilingual and biliteracy opportunities aligned to the linguistic needs of the campus's large Emergent Bilingual population.

Expanded enrichment opportunities: The addition of a full-time Gifted and Talented teacher provides identified GT students with dedicated enrichment and extension through the specials rotation. A full-time librarian also allows library to be included in the specials rotation, increasing consistent student access to literacy resources and library services. Students also have access to music, art, and additional extracurricular opportunities.

Positive schoolwide behavior systems: PBIS and **PAWS—Positive Attitude, Always Ready, Works Together, Shows Respect—** provide consistent expectations for student behavior across campus. Expectations are explicitly taught, reinforced, and recognized through campus-wide systems and positive incentives.

Collaborative leadership and professional learning: Teachers have opportunities to lead through grade-level teams, committees, PLCs, and campus initiatives. Professional learning is aligned to identified instructional needs and reinforced through coaching, collaboration, and classroom implementation.

Strong family and community engagement: Brandenburg uses multiple communication systems and provides numerous opportunities for families to participate in their children's education. PTO involvement, parent education, family events, and community partnerships provide additional resources and support for students and families.

One other small correction: I removed **“drama”** from the enrichment sentence because your current specials we've documented are **PE, Music, Art, Library/GT**, and I don't want us to accidentally claim a formal drama program unless you have one.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
2 ★	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.
3 ★	2025-26 STAAR Reading results show that 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. Performance varies across grade levels and standards, indicating a continued need to increase the percentage of students demonstrating grade-level mastery and higher levels of achievement.	Students need more consistent opportunities to demonstrate mastery of grade-level reading and writing standards through high-quality Tier 1 instruction, explicit modeling, frequent practice, constructed response and use of textual evidence, and targeted reteach and intervention based on student performance data.
4 ★	Fall 2026 MAP Reading data identify foundational literacy as an area of need in the primary grades. English Reading median achievement percentiles were 19th percentile in Kindergarten, 28th percentile in Grade 1, and 21st percentile in Grade 2, indicating a need to strengthen early literacy skills and accelerate achievement in K-2.	K-2 students need consistent, systematic foundational literacy instruction, frequent opportunities to practice and apply foundational skills, and targeted small-group support based on ongoing assessment and progress-monitoring data.
5 ★	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.

6 ★	Brandenburg needs to continue strengthening systematic opportunities for staff voice and input in campus decision-making, improvement processes, and identification of staff needs to support a positive, collaborative campus culture and staff retention.	Campus processes for gathering, reviewing, and responding to staff feedback have not been implemented consistently throughout the year, creating a need for a more systematic cycle of staff input, communication, and follow-up.

★ = Priority

Perceptions

Summary

Brandenburg Elementary continues to prioritize a positive school culture and strong relationships among students, staff, families, and the community. Campus practices are grounded in the belief that students learn best in an environment where they feel welcomed, supported, challenged, and connected to their school community. **The Brandenburg Way** reinforces shared expectations for excellence, collaboration, accountability, and a commitment to doing whatever it takes to support every child.

A positive student culture is supported through **PBIS and PAWS—Positive Attitude, Always Ready, Works Together, and Shows Respect**. Expectations are explicitly taught and reinforced throughout the school day, including during morning announcements and in classrooms and common areas. Positive recognition and incentives are used to acknowledge students who demonstrate campus expectations. Counselors, administrators, teachers, and support staff collaborate to address students' social-emotional and behavioral needs and maintain a safe and supportive learning environment.

Family engagement continues to be a strength at Brandenburg. Families participate in Meet the Teacher, Open House, academic and family nights, student performances, awards assemblies, Friendship Dance, Trunk-or-Treat, Career Day, All Pro Dad, parent education opportunities, Field Day, PTO activities, and other campus events. The Parent Liaison provides additional opportunities and resources based on identified family needs and works to strengthen connections between families, the school, and community resources.

Brandenburg utilizes multiple communication systems to keep families informed about academics, attendance, school programs, events, and campus expectations. Communication occurs through **ClassDojo, Snap! Connect, campus and classroom communications, parent conferences, family events, and direct communication from teachers and administrators**. The campus continues to seek opportunities to strengthen two-way communication and ensure that families have meaningful opportunities to provide input and participate in their children's education.

Community partnerships provide additional support for students and families through donations, school supplies, incentives, resources, volunteers, and participation in campus initiatives. These partnerships strengthen the connection between Brandenburg and the surrounding community and help the campus respond to identified student and family needs.

Staff culture emphasizes **collaboration, professional growth, shared responsibility, and high expectations for students**. Teachers collaborate through PLCs, grade-level teams, committees, professional learning, and campus initiatives. The campus continues to strengthen systematic opportunities for staff voice and teacher leadership to ensure that employee feedback is gathered, reviewed, and used to inform campus decision-making and improvement efforts.

Stakeholder feedback is gathered through **district and campus surveys, parent and staff feedback, participation in campus events, conferences, committees, and ongoing communication with families and employees**. Campus leadership uses available feedback, participation data, and identified concerns to evaluate campus practices and determine areas for continued improvement.

Overall, Brandenburg demonstrates a strong commitment to **positive relationships, family and community engagement, collaborative staff culture, student belonging, and consistent communication**. Continued improvement efforts will focus on **strengthening systematic opportunities for stakeholder voice, increasing meaningful family participation, maintaining a positive staff culture, and ensuring that students, staff, and families feel connected, informed, supported, and valued as members of the Brandenburg community.**

Strengths

Strong family engagement: Brandenburg families demonstrate strong participation in campus activities, including Meet the Teacher, Open House, academic and family nights, student performances, awards assemblies, Friendship Dance, Trunk-or-Treat, Career Day, All Pro Dad, parent education opportunities, Field Day, and PTO-sponsored events. These opportunities strengthen relationships between families, staff, and the school.

Strong communication with families: Brandenburg utilizes multiple methods of communication to keep families informed and connected. **ClassDojo, Snap! Connect, classroom and campus communications, parent conferences, and direct**

communication from teachers and administrators provide families with ongoing information regarding academics, attendance, campus events, programs, and expectations. Bilingual communication supports accessibility for the campus's diverse families.

Positive school culture and shared identity: The Brandenburg Way, the campus mission and vision, and **PAWS—Positive Attitude, Always Ready, Works Together, and Shows Respect—** provide common language and expectations for students and staff. Campus-wide recognition and positive reinforcement systems promote student belonging, responsibility, and positive behavior.

Collaborative staff culture: Staff members collaborate through PLCs, grade-level teams, committees, professional learning, and campus initiatives. Teachers have opportunities to assume leadership responsibilities, collaborate with colleagues, share ideas and perspectives, and participate in continuous professional growth.

Strong family support systems: The Parent Liaison serves as an important connection between the school, families, and community resources. Parent education opportunities and family support initiatives are designed in response to identified needs and help reduce barriers to family participation.

Active community partnerships: Community organizations and local businesses support Brandenburg students and families through school supplies, resources, incentives, donations, and participation in campus activities. These partnerships extend the resources available to the school community.

Commitment to stakeholder voice and continuous improvement: Brandenburg utilizes surveys, meetings, committees, conferences, informal feedback, and ongoing communication to gather stakeholder perspectives. The campus continues to strengthen systematic processes for gathering, reviewing, responding to, and communicating follow-up regarding stakeholder feedback.

This gives you a nice balance: **family engagement, communication, culture, collaboration, family support, and partnerships are strengths**, while **systematic stakeholder voice remains an area for continued improvement**.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Brandenburg needs to continue strengthening systematic opportunities for staff voice and input in campus decision-making, improvement processes, and identification of staff needs to support a positive, collaborative campus culture and staff retention.	Campus processes for gathering, reviewing, and responding to staff feedback have not been implemented consistently throughout the year, creating a need for a more systematic cycle of staff input, communication, and follow-up.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
2 ★	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.
3 ★	2025-26 STAAR Reading results show that 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. Performance varies across grade levels and standards, indicating a continued need to increase the percentage of students demonstrating grade-level mastery and higher levels of achievement.	Students need more consistent opportunities to demonstrate mastery of grade-level reading and writing standards through high-quality Tier 1 instruction, explicit modeling, frequent practice, constructed response and use of textual evidence, and targeted reteach and intervention based on student performance data.
4 ★	Fall 2026 MAP Reading data identify foundational literacy as an area of need in the primary grades. English Reading median achievement percentiles were 19th percentile in Kindergarten, 28th percentile in Grade 1, and 21st percentile in Grade 2, indicating a need to strengthen early literacy skills and accelerate achievement in K-2.	K-2 students need consistent, systematic foundational literacy instruction, frequent opportunities to practice and apply foundational skills, and targeted small-group support based on ongoing assessment and progress-monitoring data.
5 ★	Brandenburg needs to continue strengthening systematic opportunities for staff voice and input in campus decision-making, improvement processes, and identification of staff needs to support a positive, collaborative campus culture and staff retention.	Campus processes for gathering, reviewing, and responding to staff feedback have not been implemented consistently throughout the year, creating a need for a more systematic cycle of staff input, communication, and follow-up.

6 ★	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.
7 ★	.2025-26 STAAR Science results indicate a continued need to increase fifth-grade science achievement. 70% of students performed at Approaches Grade Level or Above, 37% at Meets Grade Level or Above, and 17% at Masters Grade Level.	Students need more consistent opportunities across grades K-5 to develop and apply scientific concepts through explicit science instruction, hands-on learning, academic vocabulary, analysis of scientific information, and written/constructed responses. Greater vertical alignment and consistent monitoring of essential science standards are needed to strengthen students' foundational knowledge prior
8 ★	Fall 2026 CIRCLE Wave 1 data identify areas of need in Pre-K school readiness. In English, 50% of students were On Track in Rapid Letter Naming, 23% in Rapid Vocabulary, 71% in Math Numbers, and 25% in Math Overall, indicating a need to strengthen early literacy, vocabulary, and mathematics skills and increase the percentage of students meeting CIRCLE On Track benchmarks.	Pre-K students need consistent, explicit instruction and frequent opportunities to practice and apply early literacy, vocabulary, and mathematics skills, along with targeted small-group instruction and ongoing progress monitoring based on CIRCLE and formative assessment data.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

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**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, increase the percentage of students in grades 3-5 performing at Meets Grade Level or Above on STAAR Reading from 42% to 52%, while increasing achievement for identified student groups, including Emergent Bilingual and Special Education students.

Evaluation Data Source: STAAR, CFAs, essential standards trackers, MAP Reading, formative assessments

Strategy 1

PLC/Data-Driven Instruction
Grade-level teams will engage in weekly PLC/DDI cycles to analyze formative and summative assessment data, identify student misconceptions and unfinished learning, and plan targeted reteach, intervention, and extension aligned to grade-level standards and HQIM.

Strategy's Expected Result/Impact: Teachers will make timely instructional adjustments based on evidence of student learning, resulting in increased mastery of grade-level reading standards.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use formative and summative assessment data to provide targeted, differentiated small-group reading instruction. Students who are not making sufficient progress will receive additional intervention through the MTSS/RTI process, with progress monitored regularly to determine student response and needed instructional adjustments.

Strategy's Expected Result/Impact: Students will receive timely, targeted instruction based on identified skill gaps, resulting in increased mastery of grade-level reading standards and improved reading achievement, particularly for students requiring additional support.

Staff Responsible for Monitoring: Academic Specialist and Interventionists

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Instructional Coaching & Feedback Cycle
Assistant Principals and the Academic Specialist will conduct systematic, targeted walkthroughs during reading instruction to monitor implementation of campus instructional expectations. Teachers will receive timely, evidence-based feedback with a specific, bite-sized action step, followed by coaching, modeling, and/or follow-up observations as needed to strengthen instructional practice and student learning.

Strategy's Expected Result/Impact: Consistent implementation of high-impact instructional practices will increase teacher effectiveness, student engagement, and mastery of grade-level reading standards.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 3

Funding Sources: Instructional coaching resources, professional learning materials, supplemental reading instructional materials, and materials to support modeling and implementation of teacher action steps. 211 - Title I-A, $1,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
3	2025-26 STAAR Reading results show that 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. Performance varies across grade levels and standards, indicating a continued need to increase the percentage of students demonstrating grade-level mastery and higher levels of achievement.	Students need more consistent opportunities to demonstrate mastery of grade-level reading and writing standards through high-quality Tier 1 instruction, explicit modeling, frequent practice, constructed response and use of textual evidence, and targeted reteach and intervention based on student performance data.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

3	2025-26 STAAR Reading results show that 70% of students performed at Approaches Grade Level or above, 42% at Meets or above, and 23% at Masters. Performance varies across grade levels and standards, indicating a continued need to increase the percentage of students demonstrating grade-level mastery and higher levels of achievement.	Students need more consistent opportunities to demonstrate mastery of grade-level reading and writing standards through high-quality Tier 1 instruction, explicit modeling, frequent practice, constructed response and use of textual evidence, and targeted reteach and intervention based on student performance data.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

K-5 Reading Growth
By May 2027, at least 75% of students in grades K-5 will meet or exceed their individual projected growth goal from BOY to EOY on MAP Reading, as measured in each student's selected testing language (English or Spanish), with progress monitored throughout the year for identified student groups, including Emergent Bilingual and Special Education students.

Evaluation Data Source: MAP Reading BOY, MOY, and EOY; individual student growth goals; essential standards trackers; formative assessments; and grade-level student data trackers.

Strategy 1

Reading Growth Progress Monitoring
Grade-level teams will monitor individual student reading growth throughout the year using MAP Reading BOY, MOY, and EOY data, essential standards trackers, formative assessments, and student data trackers. Teachers will identify students who are on track, exceeding, or not on track to meet their projected growth goals and adjust differentiated instruction and intervention accordingly.

Strategy's Expected Result/Impact: Teachers will identify students who are not making sufficient reading progress early and provide timely instructional adjustments, resulting in at least 75% of K-5 students meeting or exceeding their individual projected MAP Reading growth goal by EOY.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Problem Statements: Student Learning 4 - School Processes & Programs 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will provide targeted, differentiated small-group reading instruction based on MAP Reading, essential standards, formative assessment, and progress-monitoring data. Instructional groups and targeted skills will be adjusted based on evidence of student progress, with additional support provided through the MTSS process for students who are not demonstrating sufficient growth.

Strategy's Expected Result/Impact: Students will receive targeted instruction responsive to their identified reading needs, resulting in accelerated reading growth and at least 75% of K-5 students meeting or exceeding their individual projected MAP Reading growth goal by EOY.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1, 4

Funding Sources: Supplemental reading intervention materials, differentiated small-group instructional resources, decodable texts, literacy manipulatives, and progress-monitoring materials 211 - Title I-A, $2,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Reading Coaching & Implementation Monitoring
Admin and the Academic Specialist will conduct targeted walkthroughs and coaching cycles during reading instruction to monitor implementation of differentiated small-group instruction and instructional practices aligned to identified student needs. Teachers will receive timely, evidence-based feedback, including a specific action step and follow-up support, to strengthen implementation and accelerate student reading growth.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in implementing differentiated, data-responsive reading instruction, resulting in improved student progress and at least 75% of K-5 students meeting or exceeding their individual projected MAP Reading growth goal by EOY.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Funding Sources: Instructional coaching resources, professional learning materials, supplemental reading instructional resources, and materials to support modeling and implementation of identified teacher action steps. 211 - Title I-A, $1,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
4	Fall 2026 MAP Reading data identify foundational literacy as an area of need in the primary grades. English Reading median achievement percentiles were 19th percentile in Kindergarten, 28th percentile in Grade 1, and 21st percentile in Grade 2, indicating a need to strengthen early literacy skills and accelerate achievement in K-2.	K-2 students need consistent, systematic foundational literacy instruction, frequent opportunities to practice and apply foundational skills, and targeted small-group support based on ongoing assessment and progress-monitoring data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
4	Fall 2026 MAP Reading data identify foundational literacy as an area of need in the primary grades. English Reading median achievement percentiles were 19th percentile in Kindergarten, 28th percentile in Grade 1, and 21st percentile in Grade 2, indicating a need to strengthen early literacy skills and accelerate achievement in K-2.	K-2 students need consistent, systematic foundational literacy instruction, frequent opportunities to practice and apply foundational skills, and targeted small-group support based on ongoing assessment and progress-monitoring data.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students in grades 3-5 performing at Meets Grade Level or Above on STAAR Math will increase from 47% to 57%, with progress monitored throughout the year for identified student groups, including Emergent Bilingual and Special Education students.

Evaluation Data Source: 2027 STAAR Math, MAP Math BOY/MOY/EOY, district and campus common formative assessments, essential standards trackers, and formative assessment data.

Strategy 1

Math PLC/Data-Driven Instruction
Grade-level teams will engage in weekly PLC/DDI cycles to analyze formative and summative math assessment data, identify student misconceptions and unfinished learning, and plan targeted reteach, intervention, and extension aligned to grade-level standards and HQIM.

Strategy's Expected Result/Impact: Teachers will make timely instructional adjustments based on evidence of student learning, resulting in increased mastery of grade-level math standards and progress toward increasing STAAR Math Meets Grade Level or Above from 47% to 57%.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Targeted Math Instruction & Intervention
Teachers will use MAP Math, essential standards trackers, formative and summative assessments, and other student performance data to provide targeted, differentiated small-group math instruction. Students demonstrating unfinished learning will receive additional intervention through the MTSS process, with progress monitored regularly to determine student response and needed instructional adjustments.

Strategy's Expected Result/Impact: Students will receive timely, targeted math instruction based on identified skill gaps, resulting in increased mastery of grade-level math standards and progress toward increasing STAAR Math Meets Grade Level or Above from 47% to 57%.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2

Funding Sources: Supplemental math intervention materials, differentiated small-group instructional resources, math manipulatives, skill-based practice materials, and progress-monitoring resources. 211 - Title I-A, $2,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Math Coaching & Implementation Monitoring
Assistant Principals and the Academic Specialist will conduct targeted walkthroughs and coaching cycles during math instruction to monitor implementation of HQIM-aligned instructional practices, differentiated small-group instruction, and responsiveness to student learning. Teachers will receive timely, evidence-based feedback with a specific, bite-sized action step and follow-up support to strengthen implementation.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in implementing effective, data-responsive math instruction, resulting in stronger student engagement, increased mastery of grade-level math standards, and progress toward increasing STAAR Math Meets Grade Level or Above from 47% to 57%.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Instructional coaching resources, professional learning materials, supplemental math instructional resources, manipulatives, and materials to support modeling and implementation of identified teacher action steps 211 - Title I-A, $1,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.

2	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate achievement gaps on STAAR. In 2025-26, 13% of Special Education students performed at Meets Grade Level or Above in Reading, 21% in Mathematics, and 8% in Science, compared with 42%, 47%, and 37% respectively for all students.	Students receiving Special Education services need more consistent access to grade-level essential standards through differentiated Tier 1 instruction, targeted small-group intervention, and intentional collaboration between general education and Special Education staff to plan, monitor, and adjust supports based on student progress.
2	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By May 2027, at least 75% of students in grades K-5 will meet or exceed their individual projected growth goal from BOY to EOY on MAP Math, with progress monitored throughout the year for identified student groups, including Emergent Bilingual and Special Education students.

Evaluation Data Source: MAP Math BOY, MOY, and EOY; individual student growth goals; essential standards trackers; formative assessments; and grade-level student data trackers.

Strategy 1

Math Growth Progress Monitoring
Grade-level teams will monitor individual student math growth throughout the year using MAP Math BOY, MOY, and EOY data, essential standards trackers, formative assessments, and student data trackers. Teachers will use progress-monitoring data to identify students who are on track, exceeding, or not on track to meet their projected growth goals and adjust differentiated instruction and intervention according...

Strategy's Expected Result/Impact: Teachers will identify students who are not making sufficient math progress early and provide timely instructional adjustments, resulting in at least 75% of K-5 students meeting or exceeding their individual projected MAP Math growth goal by EOY.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Targeted Math Growth Instruction
Teachers will provide targeted, differentiated small-group math instruction based on MAP Math, essential standards, formative assessment, and progress-monitoring data. Instructional groups and targeted skills will be adjusted based on evidence of student progress, with additional support provided through the MTSS process for students who are not demonstrating sufficient growth.

Strategy's Expected Result/Impact: Students will receive targeted instruction responsive to identified math needs, resulting in accelerated math growth and at least 75% of K-5 students meeting or exceeding their individual projected MAP Math growth goal by EOY.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Funding Sources: Supplemental math intervention materials, differentiated small-group instructional resources, math manipulatives, skill-based practice materials, and progress-monitoring resources. 211 - Title I-A, $2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although Mathematics growth was a campus strength, 2025-26 STAAR Mathematics results show that 70% of students performed at Approaches Grade Level or above, 47% at Meets or above, and 21% at Masters. Increasing the percentage of students reaching Meets and Masters Grade Level remains an area of focus.	Students need more consistent opportunities to demonstrate mastery of grade-level mathematical concepts through high-quality Tier 1 instruction, targeted small-group instruction, and timely reteach and intervention based on essential standards, formative assessment, and student performance data.

Performance Objective 5 ☑ High Priority

STAAR Science
By May 2027, the percentage of fifth-grade students performing at Meets Grade Level or Above on STAAR Science will increase from 37% to 47%, while increasing the percentage of students performing at Masters Grade Level from 17% to 22%.

Evaluation Data Source: 2027 STAAR Science, MAP Science BOY/MOY/EOY, district and campus common formative assessments, essential standards trackers, and formative assessment data.

Strategy 1

Science Essential Standards & Progress Monitoring
Grade-level teams will identify and prioritize essential science standards and use common formative assessments, essential standards trackers, student work, and constructed-response tasks to monitor mastery throughout the year. Teachers will analyze evidence of student learning to identify misconceptions and adjust instruction, reteach, intervention, and extension accordingly.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of essential science standards and improved ability to apply scientific understanding through written and constructed responses, contributing to an increase in STAAR Science Meets Grade Level or Above from 36% to 46% and Masters Grade Level from 17% to 22%.

Staff Responsible for Monitoring: Academic Specialist and Assistant Principals

Problem Statements: Student Learning 6

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Targeted Science Instruction & Intervention
Teachers will use common formative assessments, essential standards trackers, MAP Science, and student work to provide targeted, differentiated science instruction. Students demonstrating unfinished learning will receive targeted reteach and intervention, including hands-on learning opportunities and practice applying scientific concepts through multiple representations and constructed responses.

Strategy's Expected Result/Impact: Students will receive targeted instruction based on identified science skill and concept gaps, resulting in increased mastery of grade-level science standards and progress toward increasing STAAR Science Meets Grade Level or Above from 36% to 46% and Masters Grade Level from 17% to 22%.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Funding Sources: Supplemental science instructional and intervention materials, hands-on science materials, consumable lab materials, science manipulatives/models, and resources to support constructed-response practice and targeted reteach. 211 - Title I-A, $2,000

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Science Coaching & Implementation Monitoring
Assistant Principals and the Academic Specialist will conduct targeted walkthroughs and coaching cycles during science instruction to monitor implementation of grade-level standards, evidence-based instructional practices, student cognitive engagement, and opportunities for students to demonstrate understanding through discussion, writing, and constructed responses. Teachers will receive timely, evidence-based feedback with a specific action step and follow-up support.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in implementing rigorous, standards-aligned science instruction, resulting in increased student mastery and progress toward increasing STAAR Science Meets Grade Level or Above from 37% to 47% and Masters Grade Level from 17% to 22%.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: Student Learning 6

Funding Sources: Instructional coaching resources, professional learning materials, supplemental science instructional resources, and materials to support modeling and implementation of identified teacher action steps. 211 - Title I-A, $1

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	.2025-26 STAAR Science results indicate a continued need to increase fifth-grade science achievement. 70% of students performed at Approaches Grade Level or Above, 37% at Meets Grade Level or Above, and 17% at Masters Grade Level.	Students need more consistent opportunities across grades K-5 to develop and apply scientific concepts through explicit science instruction, hands-on learning, academic vocabulary, analysis of scientific information, and written/constructed responses. Greater vertical alignment and consistent monitoring of essential science standards are needed to strengthen students' foundational knowledge prior

Performance Objective 6 ☑ High Priority

By May 2027, the percentage of Pre-K students meeting the CIRCLE On Track benchmark will increase from BOY to EOY in the TIA-aligned measures of Rapid Letter Naming, Rapid Vocabulary, Math Numbers, and Math Overall, with progress monitored throughout the 2026-27 school year.

Evaluation Data Source: CIRCLE BOY, MOY, and EOY assessment data; Pre-K essential standards trackers; formative assessments; and student progress-monitoring data.

Strategy 1

Pre-K teachers will use CIRCLE BOY, MOY, and EOY data, essential standards trackers, and ongoing formative assessments to monitor student performance in Rapid Letter Naming, Rapid

Vocabulary, Math Numbers, and Math Overall. Teachers will analyze student-level data to identify skill gaps, provide targeted and differentiated small-group instruction, and adjust instructional groups and supports based on evidence of student progress.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY in the TIA-aligned CIRCLE measures of Rapid Letter Naming, Rapid Vocabulary, Math Numbers, and Math Overall, resulting in an increased percentage of Pre-K students meeting On Track benchmarks by EOY.

Staff Responsible for Monitoring: Academic Specialist and Interventionist

Problem Statements: Student Learning 7

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Fall 2026 CIRCLE Wave 1 data identify areas of need in Pre-K school readiness. In English, 50% of students were On Track in Rapid Letter Naming, 23% in Rapid Vocabulary, 71% in Math Numbers, and 25% in Math Overall, indicating a need to strengthen early literacy, vocabulary, and mathematics skills and increase the percentage of students meeting CIRCLE On Track benchmarks.	Pre-K students need consistent, explicit instruction and frequent opportunities to practice and apply early literacy, vocabulary, and mathematics skills, along with targeted small-group instruction and ongoing progress monitoring based on CIRCLE and formative assessment data.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Staff Retention & Support
By May 2027, Brandenburg Elementary will maintain a staff retention rate of at least 90% by implementing systems to identify and respond to staff needs, strengthen staff support, and promote a positive, collaborative campus culture.

Evaluation Data Source: End-of-year staff retention data, staff climate and engagement surveys, staff feedback, and campus staffing records.

Strategy 1

Staff Voice & Responsive Support
Campus leadership will systematically gather staff feedback through climate surveys, pulse checks, team meetings, and individual check-ins throughout the year. Feedback will be reviewed to identify trends and staff needs, and campus leadership will implement timely, actionable supports and communicate follow-up actions to staff.

Strategy's Expected Result/Impact: Staff needs will be identified and addressed in a timely manner, strengthening staff trust, support, and engagement and contributing to a staff retention rate of at least 90% by the end of the 2026-27 school year.

Staff Responsible for Monitoring: Assistant Principals and Academic Specialist

Problem Statements: School Processes & Programs 6 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Positive Staff Culture & Belonging
Campus leadership and staff committees will implement intentional staff recognition, appreciation, collaboration, and community-building opportunities throughout the school year to strengthen positive relationships, staff morale, and a sense of belonging. Activities will be responsive to staff feedback and designed to recognize contributions and promote a supportive campus culture.

Strategy's Expected Result/Impact: Staff will report increased feelings of recognition, support, and belonging, contributing to a positive campus culture and a staff retention rate of at least 90% by the end of the 2026-27 school year.

Staff Responsible for Monitoring: Assistant Principals and Sunshine Committee

Problem Statements: School Processes & Programs 6 - Perceptions 1

Funding Sources: Staff recognition and appreciation materials, campus culture and team-building resources, recognition supplies, and materials to support staff engagement and community-building activities. 199 - General Funds, $2,500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	Brandenburg needs to continue strengthening systematic opportunities for staff voice and input in campus decision-making, improvement processes, and identification of staff needs to support a positive, collaborative campus culture and staff retention.	Campus processes for gathering, reviewing, and responding to staff feedback have not been implemented consistently throughout the year, creating a need for a more systematic cycle of staff input, communication, and follow-up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Brandenburg needs to continue strengthening systematic opportunities for staff voice and input in campus decision-making, improvement processes, and identification of staff needs to support a positive, collaborative campus culture and staff retention.	Campus processes for gathering, reviewing, and responding to staff feedback have not been implemented consistently throughout the year, creating a need for a more systematic cycle of staff input, communication, and follow-up.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

By May 2027, Brandenburg Elementary will maintain an average daily attendance rate of at least 97% and decrease the percentage of students identified as chronically absent from 5.9% to 4.5% through proactive attendance monitoring, family communication, recognition, and targeted interventions.

Evaluation Data Source: Daily and six-weeks attendance reports, chronic absenteeism reports, student attendance monitoring data, parent contact documentation, and end-of-year attendance data.

Strategy 1

Attendance Monitoring & Early Intervention
Campus staff will monitor student attendance regularly to identify students demonstrating patterns of excessive absences or at risk of chronic absenteeism. The attendance clerk and campus leadership will provide timely family communication, conduct attendance conferences, and implement individualized attendance interventions and referrals, as appropriate, to address barriers and improve student attendance.

Strategy's Expected Result/Impact: Early identification and targeted intervention will reduce patterns of excessive absenteeism, increase consistent student attendance, and contribute to maintaining at least 97% average daily attendance while decreasing chronic absenteeism from 5.9% to 4.5% by May 2027.

Staff Responsible for Monitoring: Attendance Clerk and Assistant Principals

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 5

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Family Attendance Communication & Partnership
Campus staff will communicate attendance expectations and district attendance requirements, including the 4 Absences Rule per semester, to families throughout the school year. Families of students demonstrating patterns of absences or tardiness will receive timely communication and opportunities to partner with campus staff to identify barriers and develop supports that promote consistent student attendance.

Strategy's Expected Result/Impact: Families will have increased awareness of attendance expectations and the impact of absences on student learning, resulting in earlier intervention and improved attendance. These efforts will contribute to maintaining at least 97% average daily attendance and decreasing chronic absenteeism from 5.9% to 4.5% by May 2027.

Staff Responsible for Monitoring: Attendance Clerk and Parent Liaison

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 5

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Attendance Recognition & Incentives
The campus will implement a schoolwide attendance recognition and incentive system to promote consistent student attendance. Students and classrooms will be recognized throughout the year for perfect and improved attendance through classroom attendance banners, six-weeks recognition, campus celebrations, and other attendance incentives.

Strategy's Expected Result/Impact: Consistent recognition and incentives will increase student motivation and reinforce the importance of daily attendance, contributing to maintaining at least 97% average daily attendance and decreasing chronic absenteeism from 5.9% to 4.5% by May 2027.

Staff Responsible for Monitoring: Attendance Clerk and Assistant Principals

Funding Sources: 199 - General Funds: SCE, $4,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Although Brandenburg maintained a strong overall attendance rate, the chronic absenteeism rate increased from 5.1% in 2024-25 to 5.9% in 2025-26, with 55 students identified as chronically absent.	Attendance data indicate a need for earlier identification and more consistent targeted intervention for students developing patterns of excessive absences, along with continued family communication and awareness regarding attendance expectations and the impact of absences on student learning.

Performance Objective 2 ☑ High Priority

By May 2027, Brandenburg Elementary will increase meaningful parent and family engagement by providing ongoing opportunities for families to participate in campus programs, educational events, volunteer opportunities, and school-community partnerships, with participation monitored throughout the 2026-27 school year.

Evaluation Data Source: Parent and family event participation records, sign-in sheets, volunteer participation data, Parent Center participation records, family engagement surveys/feedback, and PTO/community partnership documentation.

Strategy 1

Family Engagement & Education Opportunities
The campus will provide ongoing family engagement and educational opportunities throughout the school year to strengthen partnerships between home and school. Opportunities will include family learning events, parent workshops, Parent Center activities, and other campus programs designed to provide families with resources and strategies to support student learning, attendance, and overall success.

Strategy's Expected Result/Impact: Families will have increased opportunities to engage with the school and gain resources and strategies to support their children, resulting in stronger home-school partnerships and increased family participation in campus programs and activities.

Staff Responsible for Monitoring: Parent Liaison and Assistant Principals

Funding Sources: 211 - Title I-A, $2,500

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Parent, Volunteer & Community Partnerships
The campus will strengthen parent and community partnerships by providing meaningful opportunities for families, volunteers, PTO, and community partners to participate in and support campus programs and events throughout the school year. The campus will actively recruit participation, communicate opportunities, and collaborate with partners to support student and family needs.

Strategy's Expected Result/Impact: Increased participation and collaboration among families, volunteers, PTO, and community partners will strengthen school-community relationships, expand support and resources available to students and families, and increase meaningful engagement with the campus.

Staff Responsible for Monitoring: Parent Liaison and Assistant Principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Brandenburg Elementary School

Total SCE Funds: $36,700.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

An Instructional paraprofessional is funded through SCE, and she helps provide instructional support in the classroom for struggling students.

Personnel for Brandenburg Elementary School

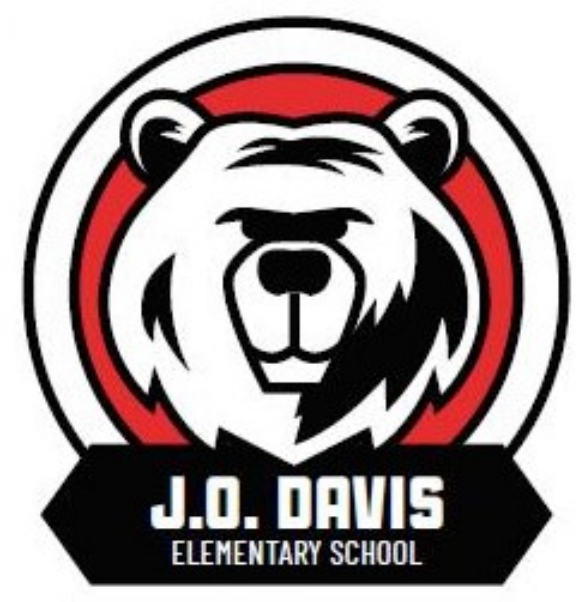
Name	Position	FTE
Bertha Ortega	Instructional Para	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brenda Mercado	3-5 Interventionist	Instructional	1
Carla Sepulveda	T-1 General Instructional Aide	Instructional	1
Elizabeth Armendariz	K-2 Interventionist	Instructional	1
Priscilla Aguilar	T-1 General Instructional Aide	Instructional	1
Soledad Guerrero	Parent/Family Engagement liaison	Title I	1

Irving Independent School District



Davis Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:18 AM

Mission Statement

It is the mission of J. O. Davis Elementary School to ensure high levels of learning in a positive school environment.

Vision

J. O. Davis Bruins will be responsible, respectful, and unified members of their communities.

Value Statement

Home of the Bruins.

Home of the Best!

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 13

Perceptions 16

Priority Problem Statements 18

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Goals 25

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 26

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 40

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 43

State Compensatory Education 44

Budget for Davis Elementary School 45

Personnel for Davis Elementary School 45

Title I Summary 46

Title I 47

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 47

1.1 Description of CNA Process 47

1.2 Location for Evidence of Multiple Meetings Held 47

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 47

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 47

2.2 Stakeholders 1114(b)(2) 47

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 48

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 48

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 48

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 48

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 48

Comprehensive Needs Assessment

Demographics

Summary

- **Enrollment:** 746 students as of the 2026-27 ODS pull (9/29/2026) — a partial-year count that will continue to rise; 822 (2025-26) and 867 (2024-25) for year-over-year comparison. Year-to-date withdrawal is 17.2% of all students, versus 24.9% for the full 2025-26 year and 27.1% for 2024-25.
- **Enrollment by grade (2026-27):** PK 80, KG 99, 1st 112, 2nd 116, 3rd 106, 4th 118, 5th 115
- **Ethnicity (2026-27):** Hispanic/Latino 74.4%, African American/Black 16.1%, Asian 3.4%, White 2.7%, Two or More Races 2.3%, American Indian/Alaska Native 1.2%
- **Economically Disadvantaged / Emergent Bilingual / Special Education / Section 504 (2026-27):** Economically Disadvantaged 79.5% (593 of 746); Emergent Bilingual (LEP) 62.7% (468 of 746); Special Education 13.4% (100 of 746); Section 504 1.2% (9 of 746).
- **Mobility:** 24.9% of all students withdrew during 2025-26 (24% figure used in last year's CIP is confirmed accurate); 2026-27 year-to-date withdrawal is 17.2% and will continue to climb through the school year.
- **Staff demographics (2026-27, teachers by scheduled courses):** 53 total — 50 female / 3 male; by ethnicity, 32 African American/Black, 10 White, 8 Asian, 3 American Indian/Alaska Native.
- **State accountability identification:** Additional Targeted Support (ATSI) for Hispanic (Reading and Math Growth misses for 3 consecutive years); Targeted Support and Improvement (TSI) for Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled subgroups. 2025-26 is the campus's first year identified for Additional Targeted Support.
- **Chronic absenteeism:** 13.5% campus-wide (2025-26), up slightly from 13.3% (2024-25). By subgroup: Hispanic 11.7%, African American 12.5% — both below the campus-wide rate, indicating other populations are contributing meaningfully to the overall figure.

Strengths

Davis Elementary continues to reflect the community it serves, with both students and staff representing a rich mix of backgrounds that builds inclusivity and strong school-community relationships.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Davis is state-identified as ATSI for the Hispanic subgroup, based on Reading and Math Growth misses for 3 consecutive years	Tier 1 core instruction and intervention cycles have not been consistently differentiated or progress-monitored for Hispanic students' specific Reading and Math growth needs.
2 ★	African American/Black students, 16.3% of enrollment, account for 31.2% of all suspensions.	Campus-wide behavior expectations and response protocols are not consistently applied across classrooms, and structured, relationship-centered behavior supports have not yet been fully implemented, resulting in disproportionate discretionary referral rates for African American/ Black students.
3 ★	Chronic absenteeism (13.5%) has not improved year-over-year and ticked up slightly from 2024-25 (13.3%).	The campus does not yet have a systematic, early-identification and outreach protocol (regular attendance monitoring, staff mentor check-ins, family communication) to intervene before absences become chronic.
4	Mobility rate (24% as of last year) remains significantly higher than the district average (15%).	The campus does not have a formal onboarding and academic-continuity protocol (records review, placement diagnostic, peer buddy system) for students enrolling mid-year, which compounds learning loss for highly mobile students.
5 ★	Davis is state-identified as TSI for the Economically Disadvantaged subgroup.	Intervention scheduling and resource allocation have not been systematically prioritized for Economically Disadvantaged students' identified performance gaps.

6 ★	Davis is state-identified as TSI for the Emergent Bilingual subgroup.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to close achievement and growth gaps for EB students.
7 ★	Davis is state-identified as TSI for the Special Education subgroup.	IEP-aligned accommodations and specially designed instruction are not consistently monitored for fidelity across general-education settings.
8 ★	Davis is state-identified as TSI for the Continuously Enrolled subgroup.	Progress-monitoring cycles have not been specifically disaggregated to track this subgroup's growth separately from campus-wide averages.

★ = Priority

Student Learning

Summary

Student Learning
Summary

PK Circle (2025-26 EOY, % On Track):

- English — Rapid Letter Naming 79%, Rapid Vocabulary 71%, Math 51% (Math is taught in English for all PK students, so this figure includes both English and Spanish cohorts)
- Spanish — Rapid Letter Naming 55%, Rapid Vocabulary 40% (the lowest-performing indicator campus-wide)

3rd-5th Grade STAAR (2025-26, Meets or above):

- Reading: 33% All Students (3rd 34%, 4th 40%, 5th 50%); Hispanic 31%
- Math: 26% All Students (3rd 30%, 4th 35%, 5th 28%); Hispanic 26%
- Science (5th grade only): 15% All Students (13% Meets + 2% Masters); Hispanic 12% — the lowest-performing subject campus-wide

MAP Growth (Spring 2025-26, % Met Projected Growth):

- Reading: approximately 57% All Students (weighted K-5 average)
- Math: approximately 55% All Students (weighted K-5 average)
- Hispanic: 46% (combined Reading + Math growth rate; subject-specific Hispanic breakout still needed — see Goal 1, POs 4 and 7)

TELPAS Composite Growth (2024-25 to 2025-26):

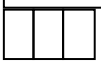
- 45% of Emergent Bilingual students progressed at least one composite proficiency level (169 of 373).
- **3-Year STAAR Trend by Grade (% Proficient, ODS 2023-24 to 2025-26):**

Grade / Subject	2023-24	2024-25	2025-26	1-Yr Change
3rd Reading	53.7%	55.7%	46.9%	-8.7 pts
4th Reading	66.4%	62.9%	51.3%	-11.6 pts
5th Reading	64.6%	62.6%	63.6%	+1.0 pt
3rd Math	50.0%	50.5%	44.9%	-5.6 pts
4th Math	41.5%	43.9%	48.2%	+4.3 pts
5th Math	65.2%	54.9%	57.4%	+2.5 pts
5th Science	36.3%	47.3%	34.9%	-12.4 pts

TSI / ATSI Identification

Davis Elementary School is identified as Additional Targeted Support (ATSI) for the Hispanic subgroup and Targeted Support and Improvement (TSI) for four additional subgroups, based on 2025-26 Closing the Gaps and Student Achievement domain results. Per state requirement, the areas each group fell short in, and the Performance Objectives/ strategies addressing each, are listed below.

Student Group	Status	Area(s) of Shortfall	Addressed In
Hispanic	ATSI	Reading Achievement & Growth; Math Achievement & Growth	Goal 1: PO3, PO4, PO5, PO7 (Additional Targeted Support strategies)
Economically Disadvantaged	TSI	Math Achievement & Growth	Goal 1: PO5, PO7 (Targeted Support strategies)
Emergent Bilingual	TSI	Reading Achievement; TELPAS Composite Growth	Goal 1: PO3, PO8 (Targeted Support strategies)
Special Education	TSI	Reading & Math Achievement	Goal 1: PO3, PO5 (Targeted Support strategies)
Continuously Enrolled	TSI	Reading & Math Achievement	Goal 1: PO3, PO5 (Targeted Support strategies)



Strengths

Strengths

- PK English Rapid Letter Naming (79%) and Rapid Vocabulary (71%) are comparatively strong foundations relative to Math and the Spanish-language indicators.
- 5th grade Reading (50% Meets or above) is the strongest upper-grade performance, showing developing comprehension skills as students move through the program.

Special Education students showed the strongest MAP Growth met-projection rate of any reported subgroup (55.1%), and Continuously Enrolled students outperformed Non-Continuously Enrolled students by nearly 6 points (50.5% vs. 44.6%), suggesting stability of enrollment supports growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.
2 ★	26% of students scored Meets or above on STAAR Math, with 5th grade lowest at 28% Meets or above.	Tier 1 math instruction has not kept pace with increasing STAAR rigor (multi-step, fraction-based problem solving), and foundational numeracy skills from earlier grades are not being systematically reinforced through spiraled review.
3 ★	TELPAS composite growth is 45%, meaning more than half of Emergent Bilingual students did not advance a full proficiency level.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to accelerate growth.
4	15% of 5th grade students scored Meets or above on STAAR Science -- the lowest-performing subject campus-wide.	Insufficient vertical alignment and limited hands-on, inquiry-based science instruction in earlier grades.
5 ★	Economically Disadvantaged students are TSI-identified and are not yet meeting Math Achievement and Math Growth targets at the rate required.	Intervention groupings and small-group scheduling have not consistently prioritized Economically Disadvantaged students for the highest-dosage support.

6 ★	Special Education students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Co-teaching and pull-out support schedules are not consistently aligned to each student's IEP goals and present levels of performance.
7 ★	Continuously Enrolled students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Progress-monitoring data is not currently disaggregated for this subgroup on a recurring basis, limiting the campus's ability to target instruction to their specific needs.
8	Spanish Rapid Vocabulary is the lowest-performing PK Circle indicator campus-wide at 40% On Track.	Spanish academic vocabulary instruction has not yet received the same structured, data-driven intensity as the English literacy block.

★ = Priority

School Processes & Programs

Summary

Summary

At Davis Elementary, the process for recruiting high-quality educators includes participating in district job fairs, forming interview committees, and conducting reference checks. Professional learning opportunities, such as development for lesson and unit internalization in reading and math, are provided to grow teachers and instructional leaders. Systems like First Class Mentors, Academic Specialists, Interventionists, and Administrators support new or struggling teachers, while data-driven practices — including data talks and student goal tracking — support continuous improvement. Instructional progress is monitored using CIRCLE (PK), STAAR, MAP Growth, and TELPAS; mClass and Lectura are no longer part of the campus assessment system.

School safety is monitored through established campus safety procedures, required safety drills, visitor management procedures, active staff supervision, and ongoing monitoring by campus administration. Safety concerns are addressed as they arise, and campus procedures and staff expectations are reinforced or adjusted based on identified needs. Staff members are expected to actively monitor students during arrival, dismissal, transitions, recess, and other common-area activities to support a safe and orderly learning environment.

Davis Elementary works to prevent and reduce bullying, drugs, violence, and other unsafe behaviors through proactive student education, clearly communicated behavioral expectations, counseling support, staff supervision, and established reporting and investigation procedures. Students are taught expectations for respectful and safe behavior, and reported concerns are investigated and addressed by campus administration in accordance with district procedures. Counselors and administrators provide additional support and interventions when patterns of behavior or individual student needs are identified. Historical bullying and discipline data are reviewed to identify trends and determine whether additional prevention, intervention, or student supports are needed.

Student transition supports are provided at multiple points throughout a student's elementary experience. Families and students entering Pre-K, Kindergarten, or Davis Elementary for the first time receive information and opportunities designed to familiarize them with campus expectations, procedures, and available supports. Teachers, counselors, administrators, and support staff collaborate to address the academic, behavioral, and social-emotional needs of students transitioning between grade levels. Fifth-grade students are also provided opportunities and information to support a successful transition from elementary to middle school.

College and career readiness begins at the elementary level by helping students develop academic goals, explore future opportunities, and make connections between their current learning and future education and careers. Students participate in learning experiences that promote communication, collaboration, problem solving, technology skills, and goal setting. As a Code to the Future Lead AI campus, Davis also provides students with opportunities to develop coding, computational thinking, artificial intelligence literacy, and other future-ready skills that support long-term college and career readiness.

Strengths

Strengths

- Diverse Staff Representation — Davis has a diverse teaching staff that mirrors the student body, supporting cultural responsiveness and student connection.
- Bilingual/ESL Services — With a large Emergent Bilingual population, the school maintains strong bilingual and ESL program offerings that address language development at scale.
- Current Assessment System — Davis consistently uses CIRCLE, STAAR, MAP Growth, and TELPAS to monitor student progress, providing a structured, current data system to guide instruction
- Recruitment and New/Struggling Teacher Supports — First Class Mentors, Academic Specialists, and Interventionists provide layered support for new and developing teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.
2 ★	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.
3	Davis uses multiple current assessments (STAAR, MAP, CIRCLE, TELPAS) but teachers are not consistently leveraging this data to adjust instruction.	Limited training on integrating multiple data sources into lesson planning and intervention cycles.

★ = Priority

Perceptions

Summary

2025-26 Panorama survey results show a generally positive but uneven climate. Teachers rate Student Behavior lowest of all topics (35%, down 14 points from the prior survey) and School Leadership is declining on both the Teacher (47%, down 5) and School Staff (62%, down 3) surveys. Staff-Leadership Relationships scored 55% among teachers but sits at only the 10th percentile nationally — the weakest national benchmark on either survey. Families report strong school connection overall (Attendance 85%, Climate 79%, Staff-Family Relationships 79%, Communication 79%, Family Efficacy 77%) but Family Engagement stands out as a clear outlier at just 28%, despite improving 9 points since the last survey.

Staff attendance rate were a total of 53 absences for 2025-2026 school year.

Strengths

- **Strengths**
  - School Staff survey results are notably stronger than Teacher results across every shared topic (e.g., Professional Learning 66% vs. 54%, Well-being 63% vs. 52%), suggesting support staff feel more positively supported than classroom teachers.
  - Family survey results are strong across most topics — Family School Attendance (85%) and School Climate (79%) both compare favorably to national benchmarks (70th percentile for Climate).

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Teachers rate Student Behavior at only 35%, the lowest score on the Teacher survey and down 14 points from the prior administration.	No consistent, schoolwide discipline management system is in place, consistent with discipline data showing disproportionate referrals for African American/Black students.
2 ★	Family Engagement scored 28% on the Panorama Family Survey -- far below every other family survey topic (71%+).	Families report strong satisfaction with communication and climate but limited engagement opportunities or participation; no formal monthly parent involvement calendar is currently in place.
3	School Leadership perception is declining among both Teachers (47%, down 5) and School Staff (62%, down 3).	Inconsistent communication and follow-through between leadership decisions and staff-facing implementation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Davis is state-identified as ATSI for the Hispanic subgroup, based on Reading and Math Growth misses for 3 consecutive years	Tier 1 core instruction and intervention cycles have not been consistently differentiated or progress-monitored for Hispanic students' specific Reading and Math growth needs.
2 ★	African American/Black students, 16.3% of enrollment, account for 31.2% of all suspensions.	Campus-wide behavior expectations and response protocols are not consistently applied across classrooms, and structured, relationship-centered behavior supports have not yet been fully implemented, resulting in disproportionate discretionary referral rates for African American/ Black students.
3 ★	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.
4 ★	26% of students scored Meets or above on STAAR Math, with 5th grade lowest at 28% Meets or above.	Tier 1 math instruction has not kept pace with increasing STAAR rigor (multi-step, fraction-based problem solving), and foundational numeracy skills from earlier grades are not being systematically reinforced through spiraled review.
5 ★	TELPAS composite growth is 45%, meaning more than half of Emergent Bilingual students did not advance a full proficiency level.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to accelerate growth.
6 ★	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.

7 ★	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.
8 ★	Teachers rate Student Behavior at only 35%, the lowest score on the Teacher survey and down 14 points from the prior administration.	No consistent, schoolwide discipline management system is in place, consistent with discipline data showing disproportionate referrals for African American/Black students.
9 ★	Family Engagement scored 28% on the Panorama Family Survey -- far below every other family survey topic (71%+).	Families report strong satisfaction with communication and climate but limited engagement opportunities or participation; no formal monthly parent involvement calendar is currently in place.
10 ★	Davis is state-identified as TSI for the Economically Disadvantaged subgroup.	Intervention scheduling and resource allocation have not been systematically prioritized for Economically Disadvantaged students' identified performance gaps.
11 ★	Davis is state-identified as TSI for the Emergent Bilingual subgroup.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to close achievement and growth gaps for EB students.
12 ★	Davis is state-identified as TSI for the Special Education subgroup.	IEP-aligned accommodations and specially designed instruction are not consistently monitored for fidelity across general-education settings.

13 ★	Davis is state-identified as TSI for the Continuously Enrolled subgroup.	Progress-monitoring cycles have not been specifically disaggregated to track this subgroup's growth separately from campus-wide averages.
14 ★	Continuously Enrolled students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Progress-monitoring data is not currently disaggregated for this subgroup on a recurring basis, limiting the campus's ability to target instruction to their specific needs.
15 ★	Special Education students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Co-teaching and pull-out support schedules are not consistently aligned to each student's IEP goals and present levels of performance.
16 ★	Economically Disadvantaged students are TSI-identified and are not yet meeting Math Achievement and Math Growth targets at the rate required.	Intervention groupings and small-group scheduling have not consistently prioritized Economically Disadvantaged students for the highest-dosage support.
17 ★	Chronic absenteeism (13.5%) has not improved year-over-year and ticked up slightly from 2024-25 (13.3%).	The campus does not yet have a systematic, early-identification and outreach protocol (regular attendance monitoring, staff mentor check-ins, family communication) to intervene before absences become chronic.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of PK students who are Proficient on the lowest-performing Circle indicator in English and in Spanish by May 2027.

Increase English/Spanish Math Proficiency from 51% (2025-26 EOY) to 56% (2026-27 EOY).

Evaluation Data Source: Circle Progress Monitoring Pre-K School Benchmark Report (English & Spanish), EOY 2025-26 baseline

Strategy 1 ☑ Targeted Support Strategy

Provide daily small-group, data-driven centers targeting Math concept development (English) and Spanish vocabulary acquisition, using Circle progress-monitoring data to regroup students every 3-4 weeks. Centers will include hands-on manipulatives for number sense and structured oral-language routines (retell, describe, categorize) for Spanish vocabulary building.

Strategy's Expected Result/Impact: Directly targets the two lowest-performing indicators; expected to move at least 5% more students into the On Track range in each area by May 2027.

Staff Responsible for Monitoring: PK Instructional Coach

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

Performance Objective 2 ☑ High Priority

Increase PK Circle proficiency in Spanish Rapid Vocabulary from EOY 2025-26 to EOY 2026-27.

Spanish Rapid Vocabulary 40% to 50%

Evaluation Data Source: Circle Progress Monitoring Pre-K School Benchmark Report (English & Spanish)

Strategy 1

Designate structured, language-specific center time for letter naming, vocabulary, and math skills, using small groups based on Circle data. Centers will include letter/number naming games, oral vocabulary routines, and math manipulatives in both languages, with progress checked at each benchmark window.

Strategy's Expected Result/Impact: Increase in student engagement and focused instruction on specific skill gaps; stronger foundational literacy and numeracy in both languages supports later dual-language success.

Staff Responsible for Monitoring: PK Instructional Coach

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Host monthly bilingual family workshops modeling simple, hands-on activities that build letter naming, vocabulary, and early math skills, with take-home learning kits aligned to the three targeted Circle indicators.

Strategy's Expected Result/Impact: Increased parental reinforcement of targeted skills at home; addresses root causes related to limited family awareness of PK curriculum impact.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 1 - Perceptions 2

Funding Sources: Take Home Kits 211 - Title I-A, $400

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Davis is state-identified as ATSI for the Hispanic subgroup, based on Reading and Math Growth misses for 3 consecutive years	Tier 1 core instruction and intervention cycles have not been consistently differentiated or progress-monitored for Hispanic students' specific Reading and Math growth needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family Engagement scored 28% on the Panorama Family Survey -- far below every other family survey topic (71%+).	Families report strong satisfaction with communication and climate but limited engagement opportunities or participation; no formal monthly parent involvement calendar is currently in place.

Performance Objective 3 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 40% by May 2027.
Increase the percentage of Hispanic students (ATSI-identified; also addresses EB, SpEd, Continuously Enrolled shortfalls) scoring at Meets or above from 31% to 39% by May 2027.

Group / Grade	2025-26 Meets+Masters	2026-27 Goal
All Students (3rd-5th combined)	33%	40%
3rd Grade	34%	41%
4th Grade	40%	47%
5th Grade	50%	57%
Hispanic (ATSI)	31%	39%
Emergent Bilingual (TSI)	32%	39%
Special Education (TSI)	11%	21%
Continuously Enrolled (TSI)	35%	45%

Evaluation Data Source: STAAR 2025-26 preliminary results; ODS/TEA Domain 1 Student Achievement report

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

Use STAAR and benchmark data to group students scoring below Meets -- with priority attention to Hispanic students, the campus's ATSI-identified subgroup -- into focused, skill-based intervention groups meeting 3-4 times weekly during WIN time, using lesson plans tied to STAAR essential standards.

Strategy's Expected Result/Impact: More students move from Approaches to Meets through intentional reteaching; directly supports closing the ATSI-identified Reading gap for Hispanic students.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 5, 6, 7, 8 - Student Learning 1, 7 - School Processes & Programs 1

Funding Sources: Title 1 General Instructional Aide 211 - Title I-A, $28,500, Reading Interventionist 211 - Title I-A, $77,500, Title 1 Reading Tutor 211 - Title I-A, $8,190

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 Targeted Support Strategy

Embed daily co-taught or pulled-out specially designed instruction for Special Education students and structured English language development supports for Emergent Bilingual students during the Reading block, aligned to IEP goals and current TELPAS proficiency level respectively, with progress reviewed each grading period.

Strategy's Expected Result/Impact: Provides the differentiated instructional intensity Special Education and Emergent Bilingual students need to close the Reading Achievement gap identified under their TSI status.

Staff Responsible for Monitoring: Special Education Case Manager

Problem Statements: Student Learning 5, 6

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Hold monthly grade-level collaborative team data meetings to analyze common assessment data and STAAR-aligned CFAs, with a standing agenda item disaggregating progress for Hispanic, Emergent Bilingual, Special Education, and Continuously Enrolled students specifically, adjusting Tier 1 and Tier 2 instruction accordingly.

Strategy's Expected Result/Impact: More immediate, subgroup-aware instructional adjustments; builds teacher ownership of ATSI/TSI progress monitoring for every identified group, not only Hispanic.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 5, 6, 7 - Student Learning 7 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Davis is state-identified as TSI for the Economically Disadvantaged subgroup.	Intervention scheduling and resource allocation have not been systematically prioritized for Economically Disadvantaged students' identified performance gaps.
6	Davis is state-identified as TSI for the Emergent Bilingual subgroup.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to close achievement and growth gaps for EB students.
7	Davis is state-identified as TSI for the Special Education subgroup.	IEP-aligned accommodations and specially designed instruction are not consistently monitored for fidelity across general-education settings.

8	Davis is state-identified as TSI for the Continuously Enrolled subgroup.	Progress-monitoring cycles have not been specifically disaggregated to track this subgroup's growth separately from campus-wide averages.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.
5	Economically Disadvantaged students are TSI-identified and are not yet meeting Math Achievement and Math Growth targets at the rate required.	Intervention groupings and small-group scheduling have not consistently prioritized Economically Disadvantaged students for the highest-dosage support.
6	Special Education students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Co-teaching and pull-out support schedules are not consistently aligned to each student's IEP goals and present levels of performance.
7	Continuously Enrolled students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Progress-monitoring data is not currently disaggregated for this subgroup on a recurring basis, limiting the campus's ability to target instruction to their specific needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.
2	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

Performance Objective 4 ☑ High Priority

Increase the percentage of Kinder-5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 57% to 65% by May 2027.
Increase the percentage of Hispanic students who meet Reading MAP Growth from 44% to 54% by May 2027.

Evaluation Data Source: ODS -- NWEA MAP 25-26 by PEIMS

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Analyze MAP Reading strand data monthly and use small-group time to address specific skill gaps (phonics, vocabulary, comprehension), with flexible groups updated based on student progress and priority monitoring of Hispanic students' growth trajectories.

Strategy's Expected Result/Impact: Personalized instruction addresses conceptual gaps and accelerates growth; directly supports the ATSI Reading Growth requirement for Hispanic students.

Staff Responsible for Monitoring: Reading Interventionist

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 33% of 3rd-5th grade students scored Meets or above on STAAR Reading, with Hispanic students at 31% -- tied to the campus's ATSI Reading Growth identification.	Core Tier 1 reading instruction has not consistently incorporated systematic, foundational-skills instruction aligned to STAAR-tested TEKS, and intervention groups are not always matched to the specific skill deficits identified through common formative assessment data.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.

Performance Objective 5 ☑ High Priority

Increase the percentage of 3rd-5th grade students scoring Meets Grade Level or above on STAAR Math, and for Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled students specifically, by May 2027.

Group / Grade	2025-26 Meets+Masters	2026-27 Goal
All Students (3rd-5th combined)	26%	33%
3rd Grade	30%	37%
4th Grade	35%	42%
5th Grade	28%	35%
Hispanic (ATSI)	26%	33%
Economically Disadvantaged (TSI)	26%	36%
Special Education (TSI)	12%	19%
Continuously Enrolled (TSI)	30%	35%

Evaluation Data Source: ODS Closing the Gaps Performance Targets; ODS Student Achievement Detail -- 2025-26 STAAR Math Meets: All Students 26%, Hispanic 26%, African American 21%, EB/EL 24%, Econ Dis 26%

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use daily formative assessments to identify students below Meets and schedule targeted reteach groups during the math block, with coordinated push-in from math intervention staff during Tier 2/3 time -- prioritizing Hispanic students given the campus's ATSI Math Growth identification.

Strategy's Expected Result/Impact: Provides personalized instruction closing conceptual gaps; increases the percentage of students transitioning from Approaches to Meets, with direct impact on the ATSI-identified subgroup.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Student Learning 2 - School Processes & Programs 1, 2

Funding Sources: Title 1 Math Interventionist 211 - Title I-A, $77,500, SCE General Instructional Aide 199 - General Funds: SCE, $28,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy

Prioritize Economically Disadvantaged, Special Education, and Continuously Enrolled students for extended-day or small-group Math tutoring funded through Title I, with progress tracked separately for each subgroup at each three-week monitoring cycle.

Strategy's Expected Result/Impact: Provides the additional instructional time these three TSI-identified subgroups need to close the Math Achievement gap.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Student Learning 2

Funding Sources: Title 1 Math Tutor 211 - Title I-A, $8,190

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	26% of students scored Meets or above on STAAR Math, with 5th grade lowest at 28% Meets or above.	Tier 1 math instruction has not kept pace with increasing STAAR rigor (multi-step, fraction-based problem solving), and foundational numeracy skills from earlier grades are not being systematically reinforced through spiraled review.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.
2	Instructional practices are inconsistent across grade levels, particularly in Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

Performance Objective 6 ☑ High Priority

Increase the percentage of 5th grade students scoring at MEETS or above on STAAR Science from 15% (13% meets and 2% masters) to 22% by May 2027.
Increase the percentage of Hispanic students scoring at Meets or above from 12% to 19% by May 2027.

Evaluation Data Source: ODS Student Achievement Detail -- 2025-26 STAAR Science Meets: All Students 13%, African American 11%, Hispanic 12%, EB/EL 12%, Econ Dis 13%

Strategy 1 ☑ Targeted Support Strategy

Embed weekly hands-on, inquiry-based science labs in grades 3-5, vertically aligned to 5th grade STAAR-tested TEKS, with explicit academic vocabulary support and bilingual scaffolds for Hispanic and Emergent Bilingual students.

Strategy's Expected Result/Impact: Builds vertical alignment and conceptual science foundations earlier, directly targeting the campus's lowest-performing subject and its impact on Hispanic students.

Staff Responsible for Monitoring: 5th Grade Science Teacher

Problem Statements: Student Learning 6, 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Special Education students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Co-teaching and pull-out support schedules are not consistently aligned to each student's IEP goals and present levels of performance.
7	Continuously Enrolled students are TSI-identified and are not yet meeting Reading and Math Achievement targets at the rate required.	Progress-monitoring data is not currently disaggregated for this subgroup on a recurring basis, limiting the campus's ability to target instruction to their specific needs.

Performance Objective 7 ☑ High Priority

Increase the percentage of Kinder-5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 55% to 61% by May 2027.
Increase the percentage of Hispanic students from 46% to 52% by May 2027.
Increase the percentaage of Economincally Disadvantage (TSI) from 46% to 52%

Evaluation Data Source: ODS -- NWEA MAP 25-26 by PEIMS

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Analyze MAP Math strand data monthly (number sense, operations, geometry) and regroup students biweekly for targeted small-group instruction, with priority monitoring of Hispanic students' growth trajectories given the ATSI Math Growth identification.

Strategy's Expected Result/Impact: Personalized instruction addresses conceptual gaps and accelerates growth; directly supports the ATSI Math Growth requirement for Hispanic students.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Student Learning 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy

Extend the same biweekly MAP-informed small-group Math instruction to Economically Disadvantaged students specifically, coordinated with Title I-funded tutoring blocks.

Strategy's Expected Result/Impact: Directly addresses the Economically Disadvantaged TSI Math Growth identification with additional, funded instructional time.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Student Learning 2

Funding Sources: Title 1 Math Tutor 211 - Title I-A, $8,190

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	26% of students scored Meets or above on STAAR Math, with 5th grade lowest at 28% Meets or above.	Tier 1 math instruction has not kept pace with increasing STAAR rigor (multi-step, fraction-based problem solving), and foundational numeracy skills from earlier grades are not being systematically reinforced through spiraled review.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students, reflected in 55-57% MAP growth met-projection rates.	Tier 2 and Tier 3 interventions are not consistently aligned to TEKS rigor or progress-monitored for effectiveness.

Performance Objective 8 ☑ High Priority

Increase the percentage of Emergent Bilingual students advancing TELPAS composite score by 1 level from 45% to 53% by May 2027.

Evaluation Data Source: ODS -- TELPAS Composite Growth, 2024-25 to 2025-26 (169 of 373 students progressed 1 level)

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Embed explicit English language development (ELD) instruction across content areas daily, with EB students grouped by current TELPAS proficiency level for targeted listening/speaking/ reading/writing practice, progress-monitored each grading period.

Strategy's Expected Result/Impact: Accelerates composite-level growth by ensuring EB students receive language instruction matched to their current proficiency level across all subjects, not only during a designated ESL block.

Staff Responsible for Monitoring: ESL Interventionist

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	TELPAS composite growth is 45%, meaning more than half of Emergent Bilingual students did not advance a full proficiency level.	English language development instruction is not yet consistently embedded across content areas at the intensity needed to accelerate growth.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 13.5% to 9% by May 2027.
Decrease the number and percentage of African American students who are chronically absent from 12.5% to 9% by May 2027.

Evaluation Data Source: ODS -- Chronic Absenteeism by Student Population, 3-year trend

Strategy 1

Identify students with 5+ absences by October and assign a staff mentor who conducts weekly check-ins, celebrates attendance milestones, and partners with families for early intervention, with a monthly 'Bruin Attendance Champions' recognition and family support referrals as needed.

Strategy's Expected Result/Impact: Builds strong adult-student relationships that increase motivation to attend; provides early, personalized support before absences become chronic, with specific attention to African American students' attendance patterns.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: Demographics 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Chronic absenteeism (13.5%) has not improved year-over-year and ticked up slightly from 2024-25 (13.3%).	The campus does not yet have a systematic, early-identification and outreach protocol (regular attendance monitoring, staff mentor check-ins, family communication) to intervene before absences become chronic.

Performance Objective 2 ☑ High Priority

Decrease the percentage of discretionary discipline referrals and suspensions for African American students relative to enrollment share, by May 2027.
African American share of enrollment 16% to 10% by May 2027.
African American share of suspensions 31.2% to 20%

Evaluation Data Source: Discipline Data -- School Suspensions by Ethnicity report, Aug 11, 2025-May 28, 2026

Strategy 1 ☑ Results Driven Accountability

Train teachers and support staff in restorative circles and reflection tools as first responses to non-violent behavior, prioritizing classrooms/grade levels with higher discretionary referrals for African American students, with biweekly administrative review of referral data for equity.

Strategy's Expected Result/Impact: Reduces reactive discipline and promotes student voice and accountability; specifically decreases suspensions and discretionary referrals for African American students by addressing bias and emphasizing relationship-centered correction.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	African American/Black students, 16.3% of enrollment, account for 31.2% of all suspensions.	Campus-wide behavior expectations and response protocols are not consistently applied across classrooms, and structured, relationship-centered behavior supports have not yet been fully implemented, resulting in disproportionate discretionary referral rates for African American/Black students.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers rate Student Behavior at only 35%, the lowest score on the Teacher survey and down 14 points from the prior administration.	No consistent, schoolwide discipline management system is in place, consistent with discipline data showing disproportionate referrals for African American/Black students.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

Increase the Panorama Family Survey "Family Engagement" topic score from 28% to 40% by May 2027.

Evaluation Data Source: Panorama Family Survey, 2025-26 (39 responses)

Strategy 1 ☑ Targeted Support Strategy

Implement a monthly parent engagement calendar offering a structured, curriculum-connected activity each month (e.g., literacy/math family nights, PK Circle skill workshops, TELPAS/EB family sessions), advertised through a consistent communication channel.

Strategy's Expected Result/Impact: Provides predictable, recurring opportunities for family engagement, directly targeting the survey's lowest-scoring topic.

Staff Responsible for Monitoring: Title I Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: Title 1 Parent Liaison Position 211 - Title I-A, $30,652

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family Engagement scored 28% on the Panorama Family Survey -- far below every other family survey topic (71%+).	Families report strong satisfaction with communication and climate but limited engagement opportunities or participation; no formal monthly parent involvement calendar is currently in place.

State Compensatory Education

State Compensatory

Budget for Davis Elementary School

Total SCE Funds: $32,407.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Staffing of a general educational aide whose duties include small group intervention and social-emotional support during the school day.

Personnel for Davis Elementary School

Name	Position	FTE
Robert Monsivais	General Instructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Davis Elementary conducted its Comprehensive Needs Assessment (CNA) through an ongoing, collaborative process that included campus administration, teachers, instructional support staff, parents, and community stakeholders. The CNA process began with an initial review of end-of-year data and campus needs and continued through beginning-of-year planning and stakeholder meetings during April through June of 2026. Campus leadership and instructional teams also review data regularly throughout the school year during leadership meetings, Professional Learning Team (PLT) meetings, and data meetings to monitor progress and identify emerging needs.

Stakeholders were selected to provide representation from various grade levels, content areas, programs, roles, and the school community. The team examined the areas of demographics, student achievement, school processes and programs, and perceptions. Data sources were selected based on their relevance to identified campus needs and included STAAR, MAP Growth, TELPAS, CIRCLE data for PK, attendance, discipline and bullying data, student demographic information, program participation, teacher and staffing data, parent and staff feedback, and other district and campus data. Stakeholders analyzed multiple data points and trends rather than relying on a single measure to identify strengths, determine root causes of areas of need, and establish priorities for campus improvement.

1.2 Location for Evidence of Multiple Meetings Held

Davis Elementary provided multiple opportunities for stakeholders to participate in the Comprehensive Needs Assessment and campus improvement process. Stakeholder input was gathered through scheduled campus meetings throughout the CNA development process, with opportunities provided for staff, parents, community members, and other campus stakeholders to review data, discuss campus strengths and areas of need, and provide feedback regarding campus priorities and improvement efforts. Additional opportunities for stakeholder input were provided as campus data and needs were reviewed and updated throughout the school year.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the Davis Elementary Schoolwide Plan/Campus Improvement Plan began during April–June 2026. Three stakeholder meetings were held during this time to review campus data, identify strengths and areas of need, determine priorities, and provide input for the development of the plan. Meetings were offered both in person in the Davis Elementary library and virtually via Zoom to provide stakeholders with multiple opportunities to participate. Feedback and data collected during these meetings were used to develop campus goals, strategies, and action steps. Evidence of the multiple meetings, including dated agendas, meeting notes/minutes, stakeholder sign-in sheets or attendance records, and supporting documents, is maintained with the campus CNA/CIP documentation.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the development of the Davis Elementary Schoolwide Plan/ Campus Improvement Plan through stakeholder meetings and opportunities to review campus data, identify strengths and areas of need, and provide input on campus priorities, goals, and strategies. Stakeholders represent various roles within the school community, including campus administration, teachers, instructional support staff, parents/families, and community representatives. Three meetings were offered in person in the Davis Elementary library and virtually via Zoom during April–June 2026 to increase opportunities for participation.

Stakeholder feedback is solicited through discussion during meetings, review of campus data and identified needs, and opportunities to provide recommendations regarding the plan. Feedback is considered when determining campus priorities, goals, strategies, and action steps.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Davis Elementary Campus Improvement Plan is made available to the district, parents, staff, and the public through district and campus communication systems and is available upon request. Information is presented in a clear, understandable format, and language support is provided to ensure families can access and understand the plan. For the Davis community, information is communicated in both English and Spanish, as appropriate, to support the primary languages of our families. Campus staff are also available to assist parents or community members who need additional explanation, translation, or support accessing the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The Davis Elementary Campus Improvement Plan is developed in coordination with applicable Federal, State, district, and local programs and resources to provide comprehensive support for students and families. Campus needs identified through the CNA are used to align Title I resources, special education services, bilingual/ESL programs, counseling and social-emotional supports, school safety and violence-prevention efforts, attendance initiatives, and academic intervention services with campus goals and strategies. Davis also coordinates with district departments and community resources to connect families with services related to nutrition, health, basic needs, family engagement, and other identified needs. Pre-K programming and early childhood supports are aligned with district and state requirements to promote school readiness and successful transitions into elementary school. This coordination helps ensure that available resources are used collaboratively rather than in isolation and are focused on the academic, behavioral, social-emotional, and family needs identified through the campus CNA process.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Applicable Statutorily Required Descriptions are addressed within the strategies identified in the Campus Improvement Plan. Strategies have been aligned with the appropriate Title I requirements at the strategy level and are incorporated into the plan accordingly.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Davis Elementary evaluates the effectiveness of the Schoolwide program throughout the year through ongoing data analysis and formal formative and summative reviews of the Campus Improvement Plan. Progress toward campus goals and strategies is reviewed at least semiannually through Formative Reviews, with notes documenting progress, evidence

of implementation, identified needs, and any adjustments to strategies or actions. An annual evaluation of the Schoolwide program is completed and documented through the Summative Review.

Program effectiveness is evaluated using multiple sources of data, including STAAR, MAP Growth, TELPAS, CIRCLE, campus and district assessments, attendance, discipline and bullying data, student performance data, and stakeholder/perception feedback. Documentation supporting the evaluation process, including meeting agendas, sign-in sheets, meeting notes/minutes, data reviewed, Formative Reviews, and the Summative Review, is maintained with the campus CNA/CIP documentation. Results from the annual Schoolwide program evaluation are incorporated into the following year's Comprehensive Needs Assessment process to identify continued needs, determine priorities, and guide the development or revision of campus goals and strategies.

Title I Personnel

Name	Position	Program	FTE
Diana Betancourt	Intervention Specialist Reading		1
Lexxus Pina	Title 1 General Instructional Aide		1
Marcela Vega	Intervention Specialist Math		1
Maricruz Romero	Parent Liaison	Parent & Family Engagement	1
Part Time Math Tutor	Part Time Math Tutor		
Part Time Reading Tutor	Part Time Reading Tutor		1
Robert Monsivais	SCE General Instructional Aide	SCE	NaN

Irving Independent School District

Farine Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:19 AM

Mission Statement

Every Falcon, Every day, Learning, Growing, and SOARING!

Vision

To create innovative leaders who excel through exploration, collaboration, and critical thinking.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 21

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 35

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 38

State Compensatory Education 40

Budget for Farine Elementary School 41

Personnel for Farine Elementary School 41

Title I Summary 42

Title I 43

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43

1.1 Description of CNA Process 43

1.2 Location for Evidence of Multiple Meetings Held 43

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 43

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 43

2.2 Stakeholders 1114(b)(2) 43

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 44

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 44

Title I Personnel 44

Comprehensive Needs Assessment

Demographics

Summary

Farine Elementary serves approximately **870 students in Pre-Kindergarten through Grade 5**. The campus reflects a diverse student population: **71.9% Hispanic, 12.8% African American, 7.2% White, 3.7% Asian, and 2.5% identifying as two or more races**. Approximately **81.5% of students are economically disadvantaged**.

Farine Elementary provides a **two-way dual language program** designed to support bilingualism, biliteracy, and academic achievement in English and Spanish. The campus also provides **Gifted and Talented (GT), special education, dyslexia, and other specialized instructional services** to address the academic and learning needs of students.

Our demographic profile reinforces the importance of providing **equitable access to rigorous, grade-level instruction; targeted academic interventions; language-rich learning experiences; and differentiated supports**. Campus improvement efforts remain focused on using student achievement data, progress monitoring, and responsive instructional practices to ensure all Falcons demonstrate academic growth and success.

Strengths

- Farine serves a **diverse student population**, enriching our school community and learning environment.
- Farine is **one of two dual-language campuses in the district**, providing families access to bilingual and biliteracy opportunities.
- **Student enrollment has remained relatively stable**, supporting continuity in campus programs and services.
- Farine currently serves approximately **870 students**, reflecting a strong and established school community.
- Farine serves students from **diverse linguistic and cultural backgrounds**, strengthening our commitment to inclusive and culturally responsive learning experiences.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.
2 ★	Only 35% 3-5 grade students met expectations in STAAR Math.	Instructional practices have not been systemtaically differentiated to address student misconceptions and learning gaps.
3 ★	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

★ = Priority

Student Learning

Summary

Farine Elementary's 2026 STAAR data show 63% of students at Approaches or above, 40% at Meets or above, and 16% at Masters across all tested grades and subjects. Mathematics remains a priority, with 60% Approaches, 35% Meets, and 10% Masters.

Targeted Support and Improvement (TSI): Farine is identified for TSI based specifically on Continuously Enrolled students. In 2026, this group achieved 69% Approaches, 47% Meets, and 23% Masters in Reading, compared with 63% Approaches, 40% Meets, and 12% Masters in Mathematics, identifying mathematics as the greater area of need. Continulously enrolled student performance will be monitored through PLC/DDI cycles, targeted intervention, and ongoing progress monitoring.

NWEA MAP: Grades 3–5 Mathematics achievement percentiles were 67th, 54th, and 67th, respectively, with 54%, 63%, and 59% meeting growth projections. EOY 25-26 English Reading achievement percentiles were 16th, 23rd, and 31st, with 43%, 48%, and 58% meeting growth projections. EOY 25-26 In Spanish Reading, 65%, 58%, and 49% of students in Grades 3–5 met growth projections. EOY 25-26 MAP data will be used with STAAR and formative data to identify students requiring reteaching, intervention, or acceleration, with additional monitoring of Continuously Enrolled students.

PK CIRCLE: English results ranged from 80%–93%, with Story Retell/Comprehension (93%) as a strength. Spanish results ranged from 70%–95%, with Early Writing and Mathematics (95%) as strengths and Phonological Awareness (70%) as the greatest area for growth. CIRCLE data guide differentiated small-group instruction in early literacy, language, and mathematics.

TELPAS: 71.32% of students demonstrated progress in at least one proficiency area, and Farine improved its TELPAS composite accountability score from 0 to 2. TELPAS data will guide targeted linguistic supports and language-rich Tier I instruction.

RTI/Intervention and Formative Assessment: Students requiring additional support are identified through MAP, common and formative assessments, student work, and teacher observations. Teachers use checks for understanding and progress-monitoring data to adjust instruction, intervention groups, reteaching, and acceleration. Continuously Enrolled students not demonstrating expected achievement or growth will receive intentional progress monitoring.

HB 1416: Students who Did Not Meet Grade Level on STAAR Reading or Mathematics are identified for accelerated instruction. In 2026, 46% of Grade 3 students DNM Reading and 42% DNM Mathematics; 39% of Grade 4 students DNM Reading and 47% DNM Mathematics. Accelerated instruction is targeted to identified skill gaps, with progress monitored through formative and common assessments.

Strengths

Current-year data demonstrate measurable student progress. STAAR Reading Masters increased from **1**5% in 2025 to 21% in 2026, while Meets increased from 43% to 44%.

In NWEA MAP Mathematics, Grades 3–5 exceeded projected school growth, with 54%–63% of students meeting individual growth projections.

TELPAS: Additionally, 71.32% of emergent bilingual students demonstrated TELPAS progress, and the campus TELPAS composite accountability score improved from 0 to 2.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student group missing targets in the same three or more indicators for three consecutive years are continuously enrolled.	Inconsistent use of disaggregated student-level data to identify learning gaps, provide targeted instruction, and monitor progress for continuously enrolled students.
2 ★	Mathematics achievement and growth remain areas of need, particularly among identified accountability groups, contributing to gaps in Domain 3: Closing the Gaps and Farine's TSI identification.	Math instruction and intervention has not been consistently differentiated and adjusted based on student-level data & achievement and growth needs, resulting in inconsistent progress among identified accountability groups.
3 ★	1 in 10 students are identified as chronically absent. This disrupts learning, reduces engagement and negatively impacts both academic growth and social-emotional development.	We may not be tracking attendance concerns quickly enough to prevent students from becoming chronically absent.
4 ★	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.
5 ★	Current proficiency rates (80%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.

6 ★	Although MTSS/Small group planning took place, student scores were not met as expected for CORE and MAP data.	Teachers lack the ability to use CORE and MAP assessment data to plan small groups based on individual student needs to fill gaps.
7 ★	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.

★ = Priority

School Processes & Programs

Summary

Farine's collaborative teams engage in weekly professional learning team planning meetings to internalize the TEKS, curriculum and strengthen Tier I instruction. RLA teams plan on Thursdays and Math teams plan on Wednesdays with support from administrators, academic specialists, interventionists, and Sustain ED Coaches. Classroom teachers also receive two additional hours of planning time to internalize upcoming units, modules, and lessons once every six-weeks.

The Guiding Coalition, composed of teacher leaders, instructional staff, counselors, special education staff, specials teachers, and administrators, builds leadership capacity and supports the consistent implementation of instructional best practices across teams.

Additional campus systems include staff recruitment and year-round coaching/support for new and struggling teachers; safety monitoring and emergency procedures; bullying, drug, and violence prevention; student transition supports; and college/career awareness activities. During the 2025–2026 school year, Farine documented 14 unique bullying/harassment incident IDs. Campus leadership monitors bullying reports, discipline trends, and student behavior data to identify areas of concern, implement targeted interventions, and strengthen a safe, positive school culture.

Strengths

- The time allotted for teacher teams to collaborate together and receive support from our interventionist has yielded positive results.
- Teachers reviewing their formative assessment data and intervening in specific skills is showing progress for most students.
- We will continue to monitor and track student and teacher performance through walk-throughs and data meetings.
- Support and feedback will continue to be provided for our teachers.
- Train teacher in data analysis and intentionality in progress monitoring during small group instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.
2 ★	Although MTSS/Small group planning took place, student scores were not met as expected for CORE and MAP data.	Teachers lack the ability to use CORE and MAP assessment data to plan small groups based on individual student needs to fill gaps.
3 ★	Current proficiency rates (80%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.
4 ★	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.
5 ★	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

★ = Priority

Perceptions

Summary

Staff and families receive weekly communication through School Messenger, social media, and classroom communication platforms. Families are engaged through campus events, parent courses offered by our Parent Liaison, and surveys that provide opportunities for feedback and input on campus needs, priorities, and goals.

Student attendance is 95.5% and is monitored by demographic group to identify attendance gaps and provide targeted support.

Staff turnover remains low, and staff feedback reflects visible leadership and a positive school culture. Graduation rate is N/A for an elementary campus.

Strengths

- This year, peer mediation and restorative conferences were continued to reduce conflict between students. Social skill lessons, behavior think sheets, and community circles (restorative practices) were included along with having students practice replacement behaviors and strategies. Trends would be to collect specific data on effectiveness of the strategies.
- Teachers receive support through collaboration with their teammates and from administration in several ways. Administration plan faculty meetings with intentionality to provide professional learning based on staff and student needs per month. Teachers meet once a week for PLC to discuss best strategies to meet student needs and analyze student performance on exit tickets. Teachers are provided time during the school day for additional planning for the upcoming six weeks. During walkthroughs, administrators provide bite-size feedback based on the waterfall document.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.
2 ★	African American students are disproportionately represented in disciplinary actions, accounting for 41.9% of suspensions and 38.7% of discretionary referrals during the 2025-2026 school year.	Inconsistent implementation of proactive behavior management, de-escalation strategies, and restorative practices to address student behavioral needs before disciplinary action is required.
3 ★	1 in 10 students are identified as chronically absent. This disrupts learning, reduces engagement and negatively impacts both academic growth and social-emotional development.	We may not be tracking attendance concerns quickly enough to prevent students from becoming chronically absent.
4 ★	Family participation in school-sponsored events, parent classes, and engagement opportunities needs to increase to strengthen school-home partnerships and support student success.	Limited family participation in school-sponsored events, parent classes, and engagement opportunities reduces opportunities to strengthen school-home partnerships and support student learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.
2 ★	Student group missing targets in the same three or more indicators for three consecutive years are continuously enrolled.	Inconsistent use of disaggregated student-level data to identify learning gaps, provide targeted instruction, and monitor progress for continuously enrolled students.
3 ★	Current proficiency rates (80%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.
4 ★	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.
5 ★	Only 35% 3-5 grade students met expectations in STAAR Math.	Instructional practices have not been systemtaically differentiated to address student misconceptions and learning gaps.
6 ★	1 in 10 students are identified as chronically absent. This disrupts learning, reduces engagement and negatively impacts both academic growth and social-emotional development.	We may not be tracking attendance concerns quickly enough to prevent students from becoming chronically absent.

7 ★	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.
8 ★	Although MTSS/Small group planning took place, student scores were not met as expected for CORE and MAP data.	Teachers lack the ability to use CORE and MAP assessment data to plan small groups based on individual student needs to fill gaps.
9 ★	Mathematics achievement and growth remain areas of need, particularly among identified accountability groups, contributing to gaps in Domain 3: Closing the Gaps and Farine's TSI identification.	Math instruction and intervention has not been consistently differentiated and adjusted based on student-level data & achievement and growth needs, resulting in inconsistent progress among identified accountability groups.
10 ★	African American students are disproportionately represented in disciplinary actions, accounting for 41.9% of suspensions and 38.7% of discretionary referrals during the 2025-2026 school year.	Inconsistent implementation of proactive behavior management, de-escalation strategies, and restorative practices to address student behavioral needs before disciplinary action is required.
11 ★	Family participation in school-sponsored events, parent classes, and engagement opportunities needs to increase to strengthen school-home partnerships and support student success.	Limited family participation in school-sponsored events, parent classes, and engagement opportunities reduces opportunities to strengthen school-home partnerships and support student learning.
12 ★	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, Farine Elementary will increase the percentage of Pre-K students On Track in Phonological Awareness, as measured by the CIRCLE assessment:

English: From 84% to 89%.

Spanish: From 70% to 80%.

Evaluation Data Source: CIRCLE Beginning-, Middle-, and End-of-Year assessments.

Strategy 1

Implement daily, explicit phonological awareness instruction in English and Spanish, including targeted small-group instruction based on CIRCLE assessment results.

Strategy's Expected Result/Impact: By May 2027, at least 89% of students assessed in English and 80% of students assessed in Spanish will demonstrate On Track performance in Phonological Awareness.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 7 - School Processes & Programs 4

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.

Performance Objective 2 ☑ High Priority

By May 2027, Farine Elementary will increase individual student growth in Rapid Vocabulary for Pre-K students assessed in English and Spanish, with a target of at least 60% of students demonstrating growth at or above the 50th percentile, as measured by CIRCLE progress-monitoring growth data.

Evaluation Data Source: CIRCLE BOY, MOY, and EOY assessments; individual student growth reports.

Strategy 1

Pre-K teachers will provide daily explicit vocabulary instruction through modeling, visuals, repeated exposure, and structured oral language opportunities. Teachers will analyze CIRCLE assessment data during PLCs to monitor individual student growth, identify learning gaps, and provide differentiated small-group instruction.

Strategy's Expected Result/Impact: By May 2027, at least 60% of Pre-K students assessed in English and Spanish will demonstrate individual Rapid Vocabulary growth at or above the 50th percentile, as measured by CIRCLE growth data.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 3

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Current proficiency rates (80%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current proficiency rates (80%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.

Performance Objective 3 ☑ High Priority

By June 2027, Farine Elementary will increase the percentage of students in Grades 3-5 performing at Meets Grade Level or above on STAAR Reading Language Arts from 44% to 50%, while increasing performance among the identified focus groups:

African American students: From 45% to 48%.

Asian students: From 31% to 40%.

Evaluation Data Source: 2026 and 2027 STAAR Reading Language Arts assessment results, district common assessments (DCAs), and student-level progress-monitoring data.

Strategy 1 ☑ Results Driven Accountability

Teachers and the Title I-funded Reading Interventionist will analyze STAAR, district assessment, and classroom performance data to identify students requiring additional support. The Reading Interventionist will provide supplemental, targeted small-group instruction focused on reading comprehension, vocabulary development, written responses, and identified TEKS gaps. Student progress will be monitored through district common assessments and classroom progress-monitoring data.

Strategy's Expected Result/Impact: By June 2027, at least 50% of students in Grades 3-5 will perform at Meets Grade Level or above on STAAR Reading Language Arts, including 48% of African American students and 40% of Asian students.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 4 - School Processes & Programs 1 - Professional Development Implementation 1

Funding Sources: Title I-funded Grades 3-5 Reading Interventionist 211 - Title I-A, $77,315

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 3 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 4 ☑ High Priority

By May 2027, Farine Elementary will increase the percentage of students in Grades K-5 meeting or exceeding their projected NWEA MAP Reading Growth targets from approximately 43% to 50%, as measured by BOY-to-EOY MAP Reading assessments in English and Spanish.

Evaluation Data Source: NWEA MAP Reading Student Growth Summary Reports, BOY, MOY, and EOY assessments.

Strategy 1

Teachers will analyze NWEA MAP and classroom assessment data during weekly PLTs to identify students requiring additional reading support. The Title I-funded Reading Interventionists (K-2 and Grades 3-5) will provide explicit, targeted small-group reading instruction focused on foundational literacy, fluency, vocabulary, and comprehension. The SCE-funded Reading Instructional Aide, Lori Sigler, will provide supplemental reading intervention support to identified at-risk students under teacher supervision. Student progress will be monitored regularly to adjust instruction and interventions.

Strategy's Expected Result/Impact: By May 2027, at least 50% of K-5 students will meet or exceed their projected NWEA MAP Reading Growth targets, with targeted instructional support for African American and Asian students.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 5 - Perceptions 1

Funding Sources: Title I-funded K-2 Reading Interventionist 211 - Title I-A, $75,182, Lori Sigler, Reading Instructional Aide 199 - General Funds: SCE, $28,492

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.

3	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 5 ☑ High Priority

By June 2027, Farine Elementary will increase the percentage of students in Grades 3-5 performing at Meets Grade Level or above on STAAR Mathematics from 35% to 44%, with a focus on improving achievement among the identified student groups:

African American students: From 26% to 30%.

Asian students: From 31% to 40%.

Evaluation Data Source: 2027 STAAR Mathematics assessment results, district common assessments (DCAs), and student-level progress-monitoring data.

Strategy 1 ☑ Results Driven Accountability

Teachers will provide explicit, TEKS-aligned mathematics instruction focused on conceptual understanding, mathematical reasoning, and multi-step problem-solving. Through weekly PLCs, teachers will analyze student performance data, identify learning gaps, and implement targeted small-group instruction to improve student achievement.

Strategy's Expected Result/Impact: By June 2027, at least 44% of students in Grades 3-5 will perform at Meets Grade Level or above on STAAR Mathematics, including 30% of African American students and 40% of Asian students.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Only 35% 3-5 grade students met expectations in STAAR Math.	Instructional practices have not been systemtaically differentiated to address student misconceptions and learning gaps.

Performance Objective 6

By May 2027, Farine Elementary will increase the percentage of students in Grades K-5 meeting or exceeding their projected NWEA MAP Mathematics Growth targets from 60% to 65%, with a focus on accelerating individual student growth among African American and Asian students.

Evaluation Data Source: NWEA MAP Mathematics Student Growth Summary Reports, including BOY, MOY, and EOY assessment results.

Strategy 1

Teachers will provide explicit, TEKS-aligned mathematics instruction emphasizing conceptual understanding, mathematical reasoning, and problem-solving. During weekly PLCs, teachers will analyze MAP growth data, identify student learning needs, and plan differentiated instruction and targeted small-group interventions, with particular attention to African American and Asian students.

Strategy's Expected Result/Impact: By May 2027, at least 65% of K-5 students will meet or exceed their projected NWEA MAP Mathematics Growth targets, representing a 5-percentage-point increase from the 2026 campus baseline. Progress monitoring will also demonstrate increased percentages of African American and Asian students meeting their individual growth projections.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Demographics 1, 3 - Student Learning 4 - School Processes & Programs 1, 5 - Perceptions 1 - Professional Development Implementation 1

Funding Sources: Supplemental mathematics instructional materials, manipulatives, and intervention resources to support differentiated small-group instruction and accelerate student growth. 211 - Title I-A,

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.
3	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.
5	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 6 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 7

By June 2027, Farine Elementary will increase the percentage of Grade 5 students performing at Meets Grade Level or above on STAAR Science from 39% to 45%, as measured by the 2027 STAAR Science assessment.

Evaluation Data Source: 2027 Grade 5 STAAR Science assessment results, district common assessments (DCAs), and campus progress-monitoring data.

Strategy 1 ☑ Results Driven Accountability

Grade 5 teachers will provide explicit, TEKS-aligned science instruction emphasizing scientific concepts, academic vocabulary, hands-on investigations, and scientific reasoning. During weekly PLCs, teachers will analyze assessment data, identify learning gaps, and plan targeted instruction and interventions to improve student achievement.

Strategy's Expected Result/Impact: By June 2027, the percentage of Grade 5 students performing at Meets Grade Level or above on STAAR Science will increase from 39% to 45%, representing a 6-percentage-point increase.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 5 - Perceptions 1

Funding Sources: 199 - General Funds,

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.
3	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 8

By June 2027, Farine Elementary will increase the percentage of emergent bilingual students in Grades 2-5 who demonstrate growth of at least one TELPAS composite proficiency level from 2026 30% to 2027 50% as measured by the 2027 TELPAS assessment.

Evaluation Data Source: TELPAS Composite Proficiency Level Reports and TELPAS student progress reports

Strategy 1 ☑ Results Driven Accountability

Teachers will provide explicit academic language instruction and daily opportunities for emergent bilingual students to develop listening, speaking, reading, and writing skills across content areas. Through weekly PLCs, teachers will analyze language proficiency data, plan differentiated linguistic supports, and monitor students' progress toward advancing their English language proficiency.

Strategy's Expected Result/Impact: By June 2027, the percentage of emergent bilingual students demonstrating growth of at least one TELPAS composite proficiency level will increase from 30% to 50%, reflecting measurable improvement in English language acquisition.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1, 3 - Student Learning 4, 7 - School Processes & Programs 1, 4, 5 - Perceptions 1 - Professional Development Implementation 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The diversity of Farine's student population requires intentional monitoring of outcomes across student groups to ensure achievement gaps are identified and addressed early.	Student-group data is not consistently disaggregated and used during PLC/DDI cycles to identify disparities, adjust instruction, and monitor the effectiveness of interventions.
3	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.
7	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.
4	Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.	Gaps in early intervention and targeted support for struggling readers.
5	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Farine serves a diverse student population with varied linguistic and academic needs, requiring differentiated supports across instructional programs.	Systems for differentiating instruction and coordinating supports across Tier 1, intervention, dual language, special education, dyslexia, and other programs may not yet be consistently implemented or monitored across all grade levels.

Performance Objective 8 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Opportunities exist to strengthen the consistent implementation of evidence-based instructional practices to address diverse student learning needs and improve student achievement.	Collaborative planning primarily focuses on identifying what will be taught, with opportunities to strengthen intentional planning around how instruction will be delivered, including explicit modeling, instructional strategies, manipulatives, anchor charts, and teacher exemplars.

Performance Objective 9 ☑ High Priority

By June 2027, Farine Elementary will improve performance among continuously enrolled students in Grades 3-5 by increasing STAAR Mathematics achievement at Meets Grade Level or above from 40% to 45%, while increasing Mathematics Academic Growth from 65% to 73% and Student Success from 43% 48% as measured by the 2027 Closing the Gaps accountability indicators.

Evaluation Data Source: STAAR report

Strategy 1 ☑ Results Driven Accountability

Through weekly PLCs, teachers will analyze STAAR and district assessment data for continuously enrolled students, identify students not meeting achievement and growth expectations, and implement explicit, TEKS-aligned instruction and targeted interventions focused on mathematical reasoning and problem-solving.

Strategy's Expected Result/Impact: Continuously enrolled students will demonstrate increased Mathematics Achievement from 40% to 45%, with measurable improvement toward established Mathematics Academic Growth and Student Success targets.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student group missing targets in the same three or more indicators for three consecutive years are continuously enrolled.	Inconsistent use of disaggregated student-level data to identify learning gaps, provide targeted instruction, and monitor progress for continuously enrolled students.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

By May 2027, Farine Elementary will decrease the percentage of students who are chronically absent from 9% to 7%, while reducing chronic absenteeism.

Evaluation Data Source: Attendance reports via On Data Suite.

Strategy 1

Parents will receive an attendance letter whose child has had three unexcused absneces. The letter includes truancy information.

Strategy's Expected Result/Impact: Inform parents of the implications of leanring loss and the expectation is students will be attending school.

Staff Responsible for Monitoring: Attendance clerk

Problem Statements: Student Learning 3 - Perceptions 3

Funding Sources: 199 - General Funds, $100

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	1 in 10 students are identified as chronically absent. This disrupts learning, reduces engagement and negatively impacts both academic growth and social-emotional development.	We may not be tracking attendance concerns quickly enough to prevent students from becoming chronically absent.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	1 in 10 students are identified as chronically absent. This disrupts learning, reduces engagement and negatively impacts both academic growth and social-emotional development.	We may not be tracking attendance concerns quickly enough to prevent students from becoming chronically absent.

Performance Objective 2

By May 2027, Farine Elementary will reduce disciplinary disproportionality among African American students by decreasing the percentage of in-school and out-of-school suspensions from 41.9% to 31.9% and decreasing the percentage of discretionary discipline referrals from 38.7% to 28.7%.

Evaluation Data Source: Discipline cognos reports.

Strategy 1 ☑ Results Driven Accountability

Train staff in proactive behavior management, bullying prevention, peer mediation, and de-escalation strategies. Utilize RISE resources to support positive student behavior, address bullying concerns, and promote a safe and respectful campus culture.

Strategy's Expected Result/Impact: Students will demonstrate improved conflict-resolution and coping skills, resulting in fewer behavior incidents, bullying reports, and disciplinary referrals. Progress will be monitored through discipline data, bullying/harassment reports, and student behavior records.

Staff Responsible for Monitoring: Counselors

Problem Statements: Perceptions 2

Funding Sources: 199 - General Funds,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Identify Tier 2 & Tier 3 students and appropriate interventions through MTSS meetings. Track implementation and success of student interventions. Conduct classroom walkthroughs focused on classroom management and behavior intervention.

Strategy's Expected Result/Impact: Decrease the number of in and out of school suspensions.

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 2

Funding Sources: 199 - General Funds,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	African American students are disproportionately represented in disciplinary actions, accounting for 41.9% of suspensions and 38.7% of discretionary referrals during the 2025-2026 school year.	Inconsistent implementation of proactive behavior management, de-escalation strategies, and restorative practices to address student behavioral needs before disciplinary action is required.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Farine Elementary will provide monthly family engagement opportunities, including literacy and math events, parent education classes, and family activities. The Title I-funded Parent Liaison will coordinate outreach, communicate with families, organize events, and provide resources to strengthen family participation and support student learning.

Evaluation Data Source: Farine will host All Pro Dads events, 4 times a year, math/literacy curriulum night in October, PE, fine arts, or musical programs throughout the year. Parent liaison and school clounselors will offer parent events based on survey results that will be addressed monthly.

Strategy 1

Farine will host All Pro Dads events, 4 times a year, math/literacy curriulum night in October, PE, fine arts, or musical programs throughout the year. Parent liaison and school clounselors will offer parent events based on survey results.

Strategy's Expected Result/Impact: By May 2027, Farine Elementary will increase family participation in school-sponsored events, parent classes, and engagement opportunities by at least 10% compared to the 2025-2026 baseline, as measured by event sign-in sheets and family participation records.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 4

Funding Sources: Title I-funded Parent Liaison 211 - Title I-A, $30,085, Parent education materials, family engagement supplies, and instructional resources. 211 - Title I-A, $3,500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Family participation in school-sponsored events, parent classes, and engagement opportunities needs to increase to strengthen school-home partnerships and support student success.	Limited family participation in school-sponsored events, parent classes, and engagement opportunities reduces opportunities to strengthen school-home partnerships and support student learning.

State Compensatory Education

State Compensatory

Budget for Farine Elementary School

Total SCE Funds: $41,080.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

State Compensatory Education funds will supplement the regular instructional program by providing additional instructional support, intervention resources, and materials for students identified as at risk of not meeting grade-level academic expectations. Funds will support supplemental personnel services and instructional materials designed to address learning gaps, accelerate student growth, and improve achievement in reading and mathematics. Student progress will be monitored through classroom assessments, district common assessments, and NWEA MAP data to evaluate the effectiveness of interventions.

Personnel for Farine Elementary School

Name	Position	FTE
Lori Sigler	SCE Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Farine Elementary conducted its Comprehensive Needs Assessment (CNA) on September 8, 2025, in collaboration with campus administrators, teachers, staff, parents, and community stakeholders. Participants were invited through campus committees. Stakeholders reviewed STAAR, NWEA MAP, TELPAS, early childhood assessments, attendance, discipline, demographics, and family engagement data to identify campus strengths, priority needs, and root causes.

Stakeholder feedback from meetings, data discussions, and surveys helped establish priorities in student achievement, attendance, behavior, and family engagement. These findings guided the development of measurable goals, targeted interventions, and strategies for the 2026–2027 Campus Improvement Plan. Progress will be monitored through PLTs, leadership meetings, and ongoing data reviews.

1.2 Location for Evidence of Multiple Meetings Held

Farine Elementary provided stakeholders multiple opportunities to participate in Campus Improvement Plan (CIP) meetings and provide input on campus priorities, including attendance, family and community engagement, academic achievement, instructional interventions, TELPAS, campus culture, and the transition into our new STEM building. Stakeholder feedback helped guide campus goals, strategies, and improvement efforts.

Meting dates:

- September 8, 2025
- December 2, 2025
- February 2, 2026
- April 27, 2026

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Farine Elementary reviewed the campus performance data and gathering stakeholder input. During the September 8, 2025, meeting and subsequent CIP meetings, stakeholders discussed academic achievement, instructional interventions, TELPAS, attendance, family engagement, campus culture, and the transition into our new STEM building.

Stakeholder feedback and data analysis guided the identification of priority needs, development of measurable goals, and selection of improvement strategies. The CIP is reviewed and updated throughout the school year based on student progress and campus needs.

Evidence of multiple meetings, including dated agendas, sign-in sheets, meeting minutes, and stakeholder feedback, is maintained.

2.2 Stakeholders 1114(b)(2)

Farine Elementary involves administrators, teachers, staff, parents, and community representatives in the Campus Improvement Plan (CIP) development process through campus committee meetings, staff discussions, and stakeholder surveys. Participants review campus data, identify needs, and provide feedback on academic achievement, attendance, student behavior, family engagement, and campus culture. Stakeholder input helps guide campus priorities, goals, and improvement strategies.

Feedback is gathered through meetings, surveys, and ongoing communication with families and staff. Documentation, including stakeholder names, roles, meeting agendas, and sign-in sheets.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Farine Elementary's Campus Improvement Plan (CIP) is made available to district personnel, families, and the community through our school website. The plan is accessible for public review and is provided in a format and language that families can understand. Families may contact the campus for assistance, clarification, or language support as needed.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Farine Elementary coordinates its Campus Improvement Plan (CIP) with district, state, and federal programs to support student achievement and well-being. Title I funds support reading interventionists, family engagement, and parent liaison services, while State Compensatory Education (SCE) resources provide additional academic support for students at risk. The campus also coordinates with district departments to provide special education, emergent bilingual services, counseling, behavior interventions, nutrition services, and family education opportunities. These coordinated efforts support the academic, social-emotional, and family engagement needs of our Falcons.

Title I Personnel

Name	Position	Program	FTE
Anakaren Maturino	Parent Liaison	Paraprofessional	1
Angela Nicholes	Reading Interventionist	Professional	1
Gabriela Lopez-Smith	Reading Interventionoist	Professional	1
Jesus Palomo	General Aide	Title-1 General Instructional Aide	1

Irving Independent School District

Gilbert Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:19 AM

Mission Statement

At Gilbert Elementary, all students can, must, and will learn at high levels.

Vision

Gilbert Elementary will be a top-rated school with 100% of students finding their passion to be college- and/or career-ready.

Value Statement

We commit to:

- Selecting, unwrapping, and ensuring that all students learn our essential standards
- Collecting actionable data to fully understand students' academic and social-emotional needs
- Using student data to reteach and enrich
- Building relationships with all students, staff and parents
- Working collaboratively as a team and moving from a "my" to "our" students mentality
- Modeling resilience and growth mindset in the classroom to enhance students' social-emotional skills
- Providing parents with the resources, strategies and information to help students succeed.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 13

Perceptions 17

Priority Problem Statements 20

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 26

Employee Data 26

Parent/Community Data 27

Support Systems and Other Data 27

Goals 28

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 29

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 45

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 49

State Compensatory Education 51

Budget for Gilbert Elementary School 52

Personnel for Gilbert Elementary School 52

Title I Summary 53

Title I 54

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 54

1.1 Description of CNA Process 54

1.2 Location for Evidence of Multiple Meetings Held 55

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 56

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 56

2.2 Stakeholders 1114(b)(2) 56

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 57

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 57

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 57

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 57

Comprehensive Needs Assessment

Demographics

Summary

Gilbert Elementary serves a diverse, high-needs elementary community with a long-standing focus on providing academic, language, behavioral, and social-emotional supports responsive to its students and families. Enrollment decreased from **741 in 2025–26 to 698 at the beginning of 2026–27**. Of the current student population, approximately **92% are Hispanic, 70% are Emergent Bilingual, 93% are Economically Disadvantaged, 22% receive Special Education services, 19% are identified as Gifted and Talented, 1.1% receive Section 504 services, 1.2% are identified as Homeless, and 81% are identified At Risk**. The campus serves these diverse needs through specialized programs and services including **Bilingual/ESL, Special Education, Gifted and Talented, Section 504, MTSS/intervention, counseling/SEL, tutoring, enrichment, and other academic and student-support programs**.

Student mobility remains an important consideration. During 2025–26, **923 students were enrolled at some point during the year**, with a **19.7% withdrawal rate**. At the same time, beginning-of-year enrollment stability has improved: the percentage of current students enrolled by the first day increased from **79.7% in 2024–25 to 83.3% in 2025–26 and 90.8% in 2026–27**.

Gilbert benefits from an experienced and stable staff. The most recently published TAPR staff data (2024–25) reported **68 total staff members, including 46.4 teachers**, with a **15.8 students-per-teacher ratio**, comparable to the district's 15.5. Teachers averaged **11.3 years of experience**, above the district average of 10.0 years, and 8.8 years within Irving ISD. Approximately **68% of teachers had six or more years of experience**. Gilbert also retained **more than 90% of staff from 2024–25 to 2025–26**. Only three teachers resigned or retired at the end of 2025–26, and both teachers hired for 2026–27 came to Gilbert with previous teaching experience.

Attendance and discipline trends are positive. Chronic absenteeism improved from a **8.0% baseline to 7.5% overall and 4.9% among students enrolled more than half the year**, while EB chronic absenteeism decreased from **5.9% to 3.9%**. Gilbert also maintained very low formal discipline during 2025–26, with only **3 OSS, 4 ISS, and approximately 10 documented discipline incidents**. These outcomes reflect continued use of attendance monitoring, family communication, home visits, MTSS supports, PBIS, restorative practices, relationship-building, and consistent behavioral expectations.

Families, staff, students, and community members are important stakeholders in Gilbert's success. The campus engages families and community members through curriculum and literacy events, parent education opportunities, All Pro Dad, Coffee with the Principal, student performances and showcases, family events, and other school-community activities. The Campus Improvement Committee provides a formal structure for **teachers, administrators, professional and paraprofessional staff, parents, community representatives, and district personnel** to participate in campus improvement planning. Gilbert also seeks community partnerships and resources that support students, families, and the campus mission.

CNA takeaway: Gilbert serves a predominantly **Hispanic, Emergent Bilingual, and Economically Disadvantaged/At Risk community**, with significant Special Education and Gifted and Talented populations and continued student mobility. Smaller student groups, including students receiving Section 504 services and students experiencing homelessness, also require consideration when planning supports and allocating resources. At the same time, the campus benefits from **experienced and highly stable staff, manageable student-to-teacher ratios, improving enrollment stability and attendance, low formal discipline, specialized programs, and family/community partnerships**. The primary demographic opportunity is ensuring that staffing, resources, programs, and services remain coordinated and responsive to students with **multiple and overlapping needs**.

Strengths

- **Experienced teaching staff:** In 2024–25, Gilbert teachers averaged **11.3 years of teaching experience**, above the district average of 10.0 years. Approximately **68% of teachers had six or more years of experience**, providing considerable instructional experience across the campus.
- **Strong staff retention and continuity:** Gilbert retained **more than 90% of staff from 2024–25 to 2025–26**, and only **three teachers resigned or retired in May 2026**.
- **Experienced new hires:** Only two new teachers joined the campus for 2026–27 due in part to

reduced classroom allocations, and **both teachers brought previous teaching experience**, limiting the need to onboard beginning teachers.

- **Strong district experience:** Teachers averaged **8.8 years within Irving ISD** in the latest published TAPR data, suggesting substantial familiarity with district curriculum, systems, expectations, and resources.
- **Favorable student-to-teacher ratio:** Gilbert's 2024–25 ratio was **15.8 students per teacher**, close to the district's 15.5.
- **Improving enrollment stability:** The percentage of current students enrolled by the first day increased from **79.7%** → **83.3%** → **90.8%** across the last three school years.
- **Improved attendance:** Campus attendance and chronic absenteeism outcomes improved, including particularly strong improvement among EB students.
- **Low formal discipline:** Gilbert maintained very low OSS, ISS, and documented discipline incidents during 2025–26.
- **Staffing and programs reflect student needs:** The campus maintains Special Education, bilingual/ESL, intervention, counseling, instructional support, and other specialized services appropriate for Gilbert's student population.

- **Gilbert's staff demonstrates meaningful representation of the community it serves.** In the most recently published TAPR data, 62.2% of teachers were Hispanic, compared with 38.4% districtwide, while approximately 92% of Gilbert's current student population is Hispanic. This representation, combined with strong staff retention and experience, supports continuity, relationship-building, and understanding of the campus community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.	Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.
2	Student mobility continues to affect the consistency of services and instruction at Gilbert. During 2025-26, 923 students were enrolled at some point during the year and 19.7% of all enrolled students withdrew, requiring the campus to continually respond to students entering and leaving throughout the school year.	Campus systems for onboarding, diagnostic assessment, records review, cross-program coordination, intervention placement, and progress monitoring are not yet consistently implemented to ensure students with multiple needs receive timely and appropriately coordinated support.
3 ★	Although Gilbert maintains high attendance rates overall, chronic absenteeism remains at 7.5%, with students receiving Special Education services demonstrating the lowest attendance rate among identified student groups at 96.2%. Continued chronic absenteeism limits consistent access to Tier I instruction, intervention, and specialized services for affected students.	Campus attendance systems are not yet consistently differentiated for students demonstrating emerging or persistent attendance concerns, including timely identification of patterns, individualized family outreach, identification of barriers, and coordinated attendance interventions and progress monitoring.

★ = Priority

Student Learning

Summary

Gilbert Elementary demonstrated **significant academic improvement during 2025–26**. Final 2026 STAAR results show **65% Approaches+, 42% Meets+, and 19% Masters** overall. Compared with 2025, overall Meets+ increased from **32% to 42%**. RLA Meets+ increased from **32% to 42%**, Math from **36% to 43%**, and Science from **23% to 39%**. Gilbert also earned a **2026 Academic Growth score of 69** and earned **75% of available Growth points and 100% of English Language Proficiency points** in Closing the Gaps.

Math growth and English-language development are areas of strength. MAP Math data show **67.57% of K–5 students met projected growth in 2025–26**, compared with **45% in 2024–25**, demonstrating substantial year-over-year improvement. In 2025–26, **67.61% of LEP students** met projected Math growth, while Grades 3–5 results were particularly strong, with **71% of students and 73% of EB students meeting/exceeding expected Math growth**. Historical MAP proficiency data also show a **strong upward trajectory in Math for both EB and Hispanic students**, with Spring 2026 representing the strongest recent proficiency distribution for both groups.

Reading achievement improved, but growth remains an opportunity. RLA Meets+ increased from **32% to 42%**, while **53.73% of K–5 students met projected MAP Reading growth** in 2025–26, including 49.01% of LEP students. Historical MAP Reading growth data for Grades 3–5 show **51% met/exceeded projected growth in 2023–24 and 40% in 2024–25**, while historical proficiency trends for both EB and Hispanic students have been more variable than Math. Students receiving Special Education services demonstrate the most significant achievement and growth gap: only **26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide**, while only **34.44% met projected MAP Reading growth and 48.91% met projected Math growth**.

Historical TELPAS trends provide additional direction for language development. Current TELPAS data show **44.96% of students progressed at least one proficiency level**, and Gilbert earned all available English Language Proficiency points in Closing the Gaps. Across multiple years of TELPAS data, **Listening has remained a relative strength and Speaking has demonstrated improvement, while Writing remains the greatest language-development need**. These trends reinforce the need for intentional opportunities for **academic discourse, structured speaking, and writing across all content areas**.

RTI and formative data are used daily to respond to student learning needs. Gilbert implements a data-driven small-group model using both flexible and stable intervention groups. **Tier 2 flexible groups** address immediate instructional needs and may change daily or weekly based on exit tickets, classroom performance, and recent district assessment data, with instruction focused on reteaching or extending current grade-level essential standards. **Tier 3 stable groups** address larger, persistent skill gaps identified through MAP, CORE, fluency screeners, diagnostic measures, and progress-monitoring data. Classroom teachers, two Reading Interventionists, and instructional paraprofessionals provide targeted support based on student need.

Teachers use an ongoing **assess → group → instruct → monitor → regroup** cycle to determine what students need next. Daily evidence of learning, district assessments, MAP, and progress-monitoring tools are used to adjust instruction, schedules, and student groupings. This flexibility allows Gilbert to respond to **short-term learning needs through Tier 2 and deeper unfinished learning through Tier 3 without waiting for the next major assessment window**. Campus formative reviews support this practice, documenting the use of DDI/data talks, student data trackers, small-group adjustments, tutoring, intervention, and MTSS referrals in response to student performance.

HB 1416 intervention data provide evidence of the impact of targeted academic support. From 2025 to 2026, **60 STAAR assessments moved from Does Not Meet Grade Level to at least Approaches Grade Level or higher**, including **34 Math assessments and 26 Reading assessments**. These results demonstrate measurable progress among students previously performing below grade-level expectations and support the continued use of targeted, data-driven intervention to accelerate learning.

Early-learning data show both strengths and targeted needs. PK CIRCLE results demonstrate strong comprehension, with **85% of English and 95% of Spanish students on track in Story Retell/Comprehension**. Areas requiring continued attention include English Rapid Letter Naming (**58%**), English Math (**64% overall and 29% in Operations**), and Spanish phonological awareness (**68%**).

CNA Takeaway: Gilbert's student-learning data demonstrate **meaningful improvement in STAAR achievement, particularly in**

RLA and Science, strong Math growth, positive intervention outcomes, and strengths in English-language development. Historical MAP trends reinforce Math as an area of increasing strength for EB and Hispanic students, while Reading performance has been less consistent. HB 1416 results further demonstrate that targeted intervention is successfully moving students from Does Not Meet toward grade-level expectations. The primary opportunities for 2026–27 are to **accelerate Reading growth, close SPED achievement and growth gaps, strengthen academic speaking and writing for EB students, and translate academic growth into higher levels of grade-level mastery**, moving more students from Approaches to Meets and from Meets to Masters.

Strengths

- **Overall STAAR achievement improved:** Meets+ increased from **32% in 2025 → 42% in 2026**, achieving a 10-percentage-point increase.
- **RLA achievement improved:** Meets+ increased from **32% → 42%**, a 10-point gain.
- **Science showed substantial improvement:** Meets+ increased from **23% → 39%**, a **16-point increase**. The formative review notes that implementation of Texas Science and hands-on instruction contributed to exceeding the campus target.
- **Strong Math growth: 67.57% of K–5 students** met projected MAP Math growth, while the campus formative review reports **71% of Grades 3–5 students** and **73% of EB students** met/exceeded expected growth.
- **EB students demonstrated strong Math growth:** LEP students met projected MAP Math growth at **67.61%**, essentially matching the campuswide rate.
- **English-language proficiency: 44.96% of TELPAS students progressed one or more levels**, and Gilbert earned **100% of available ELP Closing the Gaps points**.
- **Academic Growth strengthened:** Gilbert earned a **69 Academic Growth score**, with 274 of 451 evaluated assessments earning a full annual-growth point.
- **Closing the Gaps improved substantially:** Gilbert earned 75% of Growth points and a **Closing the Gaps score of 88**; TEA now identifies Gilbert as CSI Monitor. Previous areas of need will continue to be monitored.
- **Reading interventions are producing improvement:** Two interventionists, targeted tutoring, small groups, supplemental resources, DDI, and MTSS contributed to improved Reading achievement and growth during 2025–26.
- **Established RTI and formative-data cycle:** Gilbert uses a **daily, data-driven small-group model** to respond quickly to student needs. Tier 2 flexible groups are adjusted daily or weekly using exit tickets, classroom performance, district assessments, and other current evidence to reteach or extend grade-level essential standards. Tier 3 stable groups use MAP, CORE, fluency screeners, diagnostic assessments, and progress-monitoring data to address persistent skill gaps. Teachers follow an ongoing **assess → group → instruct → monitor → regroup** cycle rather than waiting for the next benchmark window to adjust instruction.
- **Targeted intervention resources support RTI:** Classroom teachers are supplemented by **two Reading Interventionists and instructional paraprofessionals** who provide additional Tier 3 support based on identified student need. Campus formative reviews also document the use of DDI/data talks, student data trackers, small-group adjustments, tutoring, intervention, and MTSS referrals in response to student performance.
- **Flexible response to both intervention and enrichment needs:** RTI is designed to address **short-term learning needs through flexible Tier 2 groups and deeper unfinished learning through stable Tier 3 intervention**, while allowing students who demonstrate mastery to receive extension of current grade-level standards.

- **Strong PK comprehension:** Story Retell/Comprehension reached **85% on track in English and 95% in Spanish**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.
2 ★	Although STAAR RLA Meets+ improved from 32% in 2025 to 42% in 2026, Reading growth is not yet strong enough across all student groups. Only 54% of students met projected MAP Reading growth, including 49% of LEP students and 34% of SPED students, compared with 68% of all students meeting projected Math growth.	Gilbert has established a daily assess - group - instruct - monitor - regroup RTI cycle; however, the intensity, instructional precision, and rate of acceleration within Reading Tier 2 and Tier 3 intervention are not yet sufficient for all students with significant unfinished learning, particularly SPED and EB students.
3 ★	Despite significant improvement in 2025-26, only 42% of Gilbert's STAAR assessments reached Meets Grade Level or above and 19% reached Masters, indicating that a majority of tested students have not yet demonstrated consistent mastery of grade-level standards.	Campus instructional and RTI systems are successfully identifying learning needs and producing student growth; however, Tier I instruction and instructional response to formative data do not yet consistently provide the level of cognitive demand, academic discourse, reasoning, written response, problem solving, and extension necessary to move students from Approaches to Meets & Meets to Masters.
4 ★	EOY CIRCLE results demonstrate uneven mastery of PK foundational skills. In English, 58% of students were on track in Rapid Letter Naming and 64% in Math, including only 29% in Operations. Spanish phonological awareness was 68% on track, falling below the campus's 90% performance objective.	Foundational literacy and numeracy instruction is not yet sufficiently differentiated and intensified within small-group instructional cycles to address individual skill deficits identified through CIRCLE progress monitoring, particularly in early numeracy and Spanish phonological awareness.

★ = Priority

School Processes & Programs

Summary

Gilbert Elementary has established instructional and support systems focused on **high-quality Tier I instruction, weekly PLCs, Data-Driven Instruction (DDI), student goal setting, progress monitoring, MTSS, small-group instruction, tutoring, intervention, professional learning, and instructional coaching**. During 2025–26, PLC and walkthrough evidence showed consistent implementation of district curriculum and high-quality instructional materials. Teams regularly analyzed assessment data to identify reteach needs, adjust student groups, provide intervention, and monitor progress. These systems contributed to significant academic improvement, including **71% of Grades 3–5 students meeting/exceeding MAP Math growth and an increase in overall STAAR Meets+ from 32% in 2025 to 42% in 2026**.

Staff recruitment, retention, development, and support are important campus strengths. Gilbert uses a campus-based recruitment and selection process designed to identify qualified candidates who align with the instructional and student-support needs of the campus. Campus administration works proactively with district Human Resources to **identify anticipated vacancies, review and screen applicants, participate in recruitment opportunities such as job fairs, conduct structured interviews, and prioritize candidates with strong instructional practices and experience supporting diverse learners**, including EB, SPED, and At Risk students. Following selection, new staff are supported through **campus onboarding, collaborative PLCs, coaching, professional learning, administrator feedback, and access to district and campus resources**. Retention is an important component of Gilbert's overall staffing strategy; **more than 90% of staff were retained from 2024–25 to 2025–26**, providing stability and instructional continuity. Only three teachers resigned or retired at the conclusion of 2025–26, and both teachers hired for 2026–27 came to Gilbert with previous teaching experience. The most recently published TAPR data show teachers averaging **11.3 years of experience**, above the district average of 10.0 years. Ongoing campus and district professional learning is reinforced through **PLCs, instructional coaching, curriculum support, learning walks, peer learning, purposeful planning, feedback, and differentiated professional development**. Staff climate results further support these systems, with Professional Learning and Feedback & Coaching among the campus's strongest areas.

Programs are designed to respond to Gilbert's diverse student population. Supports include **Bilingual/ESL, Special Education, Gifted and Talented, MTSS/intervention, counseling and SEL, tutoring, enrichment, extracurricular opportunities, and family/community supports**. Two Reading Interventionists provide targeted Tier 2/Tier 3 literacy services, while the master schedule protects Tier I instructional time and provides opportunities for additional support. Fine arts, student performances, clubs, showcases, athletics/activities, and enrichment opportunities provide students with additional avenues for engagement and belonging.

Student transition supports help maintain continuity as students enter Gilbert, move between grade levels and programs, and prepare to transition to middle school. Available **academic, language, Special Education, intervention, attendance, behavioral, and social-emotional information** is used to identify student needs and connect students with appropriate services. MAP, CIRCLE, formative assessments, diagnostic measures, and progress-monitoring data support placement and instructional decisions within **Tier I, Tier 2, and Tier 3**, while teachers, interventionists, counselors, administrators, and specialized-program staff collaborate to support students with additional needs. These transition systems are particularly important given Gilbert's continued student mobility and the need to connect students entering during the school year with appropriate academic and student supports in a timely manner.

Student safety and behavior are supported through proactive campus systems, including PBIS, Capturing Kids' Hearts, restorative practices, counseling/SEL supports, relationship-building, clear behavioral expectations, and monitoring of discipline data. These systems contributed to **minimal documented discipline incidents during 2025–26**. Gilbert has also maintained **fewer than five reported allegations of bullying in each of the past three school years**. Counselors, teachers, and administrators proactively educate students and families about **what constitutes bullying and what does not**, supporting accurate reporting and appropriate responses to concerns. The campus promotes **camaraderie, mutual respect, and accountability through classroom social contracts developed collaboratively by students and teachers**, establishing shared expectations for how students will treat one another throughout the year. Climate surveys provide an additional measure of school safety and culture; although formal discipline and reported bullying allegations remain low, student and teacher survey results indicate that **everyday rule-following, respectful peer interactions, and student behavior remain opportunities for improvement**. Campus counseling, SEL, behavior supports, supervision, reporting, and response systems provide additional structures for addressing bullying, violence, and other student safety concerns.

The primary opportunity is to increase the consistency and impact of systems already in place. Reading growth remains weaker than Math, students receiving Special Education services continue to demonstrate significant achievement and growth gaps, and only **42% of STAAR assessments reached Meets+ and 19% Masters**. Continued student mobility also reinforces the importance of consistent transition and onboarding processes so students are quickly connected with appropriate instruction and services. Gilbert's next phase of improvement should therefore focus on **more precise instructional response to data, stronger SPED/general education collaboration, rigorous grade-level instruction, effective student transitions, continued staff development and retention, and consistent implementation of student safety and behavior expectations**.

CNA Takeaway: Gilbert has established a comprehensive system of **instructional, staffing, intervention, transition, safety, and student-support processes** rather than relying on isolated programs. Strong staff retention, intentional recruitment and onboarding, established PLC/DDI/MTSS structures, multiple specialized programs, low formal discipline and bullying allegations, and proactive student-support systems provide a strong foundation. The next step is to **increase the precision, consistency, coordination, and measurable impact of these existing systems**, particularly for Reading, SPED students, students entering during the school year, and students requiring additional academic or behavioral support.

Strengths

- **Strong PLC structures:** Grade-level teams use collaborative planning to internalize curriculum, analyze standards, review assessment data, and plan instruction. PLC structures include established norms, agendas, roles, and assessment/data protocols.
- **Improved DDI implementation:** Teachers establish student goals, monitor progress with campus data trackers, conduct DDI/data talks following assessments, identify reteach needs, adjust small groups, and make MTSS referrals based on student progress.
- **Consistent implementation of high-quality instructional materials:** Walkthrough and PLC evidence show teachers consistently implemented Bluebonnet Reading and Math with alignment to district pacing and grade-level rigor.
- **Strong Math instructional system:** Tier I instruction, DDI, and targeted interventions contributed to **71% of Grades 3–5 students and 73% of EB students meeting/exceeding MAP Math growth**, far exceeding campus goals.
- **Established MTSS and intervention systems:** Students not progressing toward goals are identified for intervention, small-group support, tutoring, and MTSS consideration.
- **Dedicated Reading intervention support:** Two campus Reading Interventionists provide specialized Tier 2/Tier 3 literacy support.
- **Protected Tier I instructional time:** The campus master schedule is intentionally designed to maximize instructional time and reduce intervention conflicts with core instruction.
- **Professional learning and coaching:** Campus systems include coaching, purposeful planning, curriculum support, learning walks, peer-to-peer learning, and differentiated professional development.
- **Stable, experienced staff:** Strong retention and teacher experience provide continuity for implementing campus instructional systems.
- **Positive staff perceptions of professional growth:** Staff survey results indicate particularly strong perceptions of Professional Learning, Feedback & Coaching, Evaluation, and School Leadership.

- **Programs address a wide range of student needs:** Gilbert provides Bilingual/ESL, Special Education, Gifted and Talented, MTSS/intervention, counseling/SEL, tutoring, enrichment, extracurricular, college/career exposure, and family-support opportunities.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
2 ★	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.
3 ★	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.

★ = Priority

Perceptions

Summary

Gilbert Elementary demonstrates a generally positive school culture with **strong family confidence, high student attendance, low formal discipline, and multiple opportunities for family and community involvement**. Family survey respondents rated **School Climate at 86% favorable, Family Efficacy at 80%, and School Fit at 83%**, all ranking around the 90th percentile nationally. Students also reported strong **Valuing of School at 71% favorable**, around the 80th percentile nationally. However, student perceptions identified concerns with everyday behavior and climate, including only **30% favorable regarding students following school rules**. Teachers reported similar concerns, with Student Behavior declining 13 points to **67% favorable**. Teacher **Well-being was also an area of need at 53% favorable**, despite strong perceptions of professional learning, feedback/coaching, and leadership. Staff averaged approximately **12 absences during the year, including staff pullout days**, providing an additional indicator for the campus to consider when examining staff well-being, continuity, and working conditions.

Attendance and family engagement systems continue to be strengths. Chronic absenteeism improved from a **8.0% baseline to 7.5% overall and 4.9% for students enrolled more than half the year**, while EB chronic absenteeism decreased from **5.9% to 3.9%**. Attendance rates were consistently high across major student groups, including **96.9% for Hispanic students, 97.2% for Emergent Bilingual students, 96.7% for Economically Disadvantaged students, and 96.2% for students receiving Special Education services**. Gilbert also exceeded its goal of providing **at least one family/community engagement opportunity each month and having at least 50% of families participate in at least one event**.

Families and community members have multiple opportunities to participate in and provide feedback to the school. Engagement opportunities include curriculum and literacy events, parent education, All Pro Dad, Coffee with the Principal, student performances and showcases, celebrations, and other campus activities. Communication and outreach occur through **teacher and administrator contact, ClassDojo, the Parent Liaison, conferences, attendance outreach, home visits, parent surveys, and campus events**. Parents, community members, teachers, administrators, and other staff also participate in campus improvement planning through the Campus Improvement Committee. **A total of 100 parent/community responses were collected across the Fall and Spring Panorama survey administrations**, providing additional stakeholder feedback regarding school climate, communication, and engagement.

Opportunities remain to deepen engagement, communication, student culture, and staff well-being. Despite strong participation in campus events, **Family Engagement was only 22% favorable** on the family climate survey, while **School-Family Communication declined 6 points to 85% favorable**. These results suggest that attendance at events does not necessarily translate into sustained two-way communication or partnership around student learning. Increasing Panorama participation would also provide a more representative family/community voice. Student and teacher perceptions indicate a continued need to strengthen **consistent rule-following, respectful student interactions, and positive behavior**, while the **53% teacher Well-being result** warrants continued staff feedback and examination of campus-controllable conditions that affect staff experience.

CNA Takeaway: Gilbert's perception data reflect a campus with **strong family confidence, high attendance across student groups, multiple family/community engagement opportunities, positive staff perceptions of professional support, and generally favorable school climate indicators**. At the same time, the data identify three important opportunities: **deepening family engagement from participation to meaningful two-way academic partnership, strengthening student behavior and shared expectations for school culture, and improving teacher well-being**. Continued collection of student, staff, and family feedback will help the campus monitor whether improvement efforts are positively affecting stakeholder experience.

Strengths

- **Strong family perception of school climate:** Family respondents rated School Climate **86% favorable, around the 90th percentile nationally**.
- **Families believe they can support their children:** Family Efficacy was **80% favorable, around the 90th percentile**, and confidence in supporting learning at home reached 100% favorable in the survey.

- **Strong school fit and belonging:** Family School Fit was **83% favorable, around the 90th percentile**, with sense of belonging increasing 14 points to 95%.
- **Students value school:** Valuing of School was **71% favorable and around the 80th percentile nationally**.
- **Strong family/community programming:** Gilbert exceeded its 2025–26 engagement objective, providing at least one opportunity monthly, with several events attracting **more than 50% of families**.
- **Dedicated Parent Liaison:** The Parent Liaison coordinated parent education, ESL opportunities, outreach, conferences, interest surveys, family events, and community resources throughout the year.
- **Multiple opportunities for academic engagement:** Families participated in curriculum/literacy events, parent information opportunities, awards ceremonies, and other activities connected to student learning and achievement.
- **Improved attendance:** Chronic absenteeism decreased, including from **5.9% → 3.9% for EB students**.
- **Low formal discipline:** Only 3 OSS, 4 ISS, and approximately 10 documented discipline incidents occurred during 2025–26.
- **Strong staff professional support:** Feedback & Coaching, Evaluation, Professional Learning, and School Leadership scored favorably among staff, generally exceeding district comparisons.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although Gilbert exceeded its 2025-26 campus goal for family/community event participation, family climate survey results indicate that deeper engagement and communication remain opportunities. Family Engagement was 22% favorable and declined 6 points, while School-Family Communication declined 6 points to 85% favorable, including a 15-point decline in perceptions of communication frequency.	Campus family engagement has successfully provided frequent events and opportunities for participation; however, systems are not yet consistently designed around ongoing two-way communication, direct teacher-family interaction, academic goal sharing, and individualized information that helps families understand and influence their child's progress.
2	Despite positive teacher perceptions of coaching, evaluation, professional learning, and staff-leadership relationships, teacher Well-being was only 53% favorable and ranked around the 10th percentile nationally on the May 2026 climate survey.	Although teachers report strong professional support and development, campus structures do not yet consistently address the workload, time, stress, and other conditions affecting employees' day-to-day sense of well-being.
3 ★	Although Gilbert maintained very low formal discipline rates during 2025-26, stakeholder perceptions indicate concerns with everyday student behavior. Only 30% of students responded favorably regarding students following school rules, perceptions regarding disrespectful behavior declined 16 points to 39% favorable, and teacher perceptions of Student Behavior declined 13 points to 67% favorable.	Campus behavior systems have been effective at preventing behaviors from escalating to formal disciplinary consequences; however, expectations for daily rule-following, respectful peer interactions, student accountability, and consistent classroom/ common-area behaviors are not yet experienced consistently by students and teachers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Despite significant improvement in 2025-26, only 42% of Gilbert's STAAR assessments reached Meets Grade Level or above and 19% reached Masters, indicating that a majority of tested students have not yet demonstrated consistent mastery of grade-level standards.	Campus instructional and RTI systems are successfully identifying learning needs and producing student growth; however, Tier I instruction and instructional response to formative data do not yet consistently provide the level of cognitive demand, academic discourse, reasoning, written response, problem solving, and extension necessary to move students from Approaches to Meets & Meets to Masters.
2 ★	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
3 ★	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.
4 ★	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.
5 ★	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.

6

Although STAAR RLA Meets+ improved from 32% in 2025 to 42% in 2026, Reading growth is not yet strong enough across all student groups. Only 54% of students met projected MAP Reading growth, including 49% of LEP students and 34% of SPED students, compared with 68% of all students meeting projected Math growth.

Gilbert has established a daily assess - group - instruct - monitor - regroup RTI cycle; however, the intensity, instructional precision, and rate of acceleration within Reading Tier 2 and Tier 3 intervention are not yet sufficient for all students with significant unfinished learning, particularly SPED and EB students.

7

Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.

Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.

8

Although Gilbert exceeded its 2025-26 campus goal for family/community event participation, family climate survey results indicate that deeper engagement and communication remain opportunities. Family Engagement was 22% favorable and declined 6 points, while School-Family Communication declined 6 points to 85% favorable, including a 15-point decline in perceptions of communication frequency.

Campus family engagement has successfully provided frequent events and opportunities for participation; however, systems are not yet consistently designed around ongoing two-way communication, direct teacher-family interaction, academic goal sharing, and individualized information that helps families understand and influence their child's progress.

9

EOY CIRCLE results demonstrate uneven mastery of PK foundational skills. In English, 58% of students were on track in Rapid Letter Naming and 64% in Math, including only 29% in Operations. Spanish phonological awareness was 68% on track, falling below the campus's 90% performance objective.

Foundational literacy and numeracy instruction is not yet sufficiently differentiated and intensified within small-group instructional cycles to address individual skill deficits identified through CIRCLE progress monitoring, particularly in early numeracy and Spanish phonological awareness.

10

Although Gilbert maintains high attendance rates overall, chronic absenteeism remains at 7.5%, with students receiving Special Education services demonstrating the lowest attendance rate among identified student groups at 96.2%. Continued chronic absenteeism limits consistent access to Tier I instruction, intervention, and specialized services for affected students.

Campus attendance systems are not yet consistently differentiated for students demonstrating emerging or persistent attendance concerns, including timely identification of patterns, individualized family outreach, identification of barriers, and coordinated attendance interventions and progress monitoring.

11 ★

Although Gilbert maintained very low formal discipline rates during 2025-26, stakeholder perceptions indicate concerns with everyday student behavior. Only 30% of students responded favorably regarding students following school rules, perceptions regarding disrespectful behavior declined 16 points to 39% favorable, and teacher perceptions of Student Behavior declined 13 points to 67% favorable.

Campus behavior systems have been effective at preventing behaviors from escalating to formal disciplinary consequences; however, expectations for daily rule-following, respectful peer interactions, student accountability, and consistent classroom/ common-area behaviors are not yet experienced consistently by students and teachers.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 Circle indicators (testing in English) by from 42% to 52% and (testing in Spanish) from 33% to 50% by May 2027. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle Data

Strategy 1

PK teachers will use CIRCLE and daily formative data to implement skill-specific differentiated small groups targeting identified foundational literacy, numeracy, social-emotional, and writing needs. Following each progress-monitoring window, teams will analyze performance by indicator and language and adjust instructional focus, grouping, frequency, and intensity for students not demonstrating expected progress.

Strategy's Expected Result/Impact: The progress of each student will be monitored to ensure that they are on target to meet grade level expectations by end of the year.

Staff Responsible for Monitoring: Pre-K Team lead

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	EOY CIRCLE results demonstrate uneven mastery of PK foundational skills. In English, 58% of students were on track in Rapid Letter Naming and 64% in Math, including only 29% in Operations. Spanish phonological awareness was 68% on track, falling below the campus's 90% performance objective.	Foundational literacy and numeracy instruction is not yet sufficiently differentiated and intensified within small-group instructional cycles to address individual skill deficits identified through CIRCLE progress monitoring, particularly in early numeracy and Spanish phonological awareness.

Performance Objective 2

Increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle from 43.1% to 50% by May 2027.

Evaluation Data Source: CIRCLE data

Strategy 1

PK teachers will use BOY CIRCLE results and ongoing formative evidence to establish individual growth needs in Rapid Letter, Rapid Vocabulary, and Math and provide targeted flexible small-group instruction. Student progress will be monitored throughout each assessment window, with instructional focus, frequency, and grouping adjusted for students not demonstrating expected growth.

Strategy's Expected Result/Impact: The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.

Staff Responsible for Monitoring: Pre-K Team Lead

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	EOY CIRCLE results demonstrate uneven mastery of PK foundational skills. In English, 58% of students were on track in Rapid Letter Naming and 64% in Math, including only 29% in Operations. Spanish phonological awareness was 68% on track, falling below the campus's 90% performance objective.	Foundational literacy and numeracy instruction is not yet sufficiently differentiated and intensified within small-group instructional cycles to address individual skill deficits identified through CIRCLE progress monitoring, particularly in early numeracy and Spanish phonological awareness.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 42% to 52% by May 2027.
Increase the percentage of special education students scoring at meets or above from 20% to 26% by May 2027.

Evaluation Data Source: STAAR data

Strategy 1 ☑ Results Driven Accountability

Grade 3-5 teachers, instructional leaders, and administrators will use weekly PLCs, formative evidence, student work, and district assessment data to plan and monitor rigorous grade-level Reading instruction emphasizing academic discourse, text evidence, written response, reasoning, and differentiated reteach/extension.

Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level or above in Reading.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2 - School Processes & Programs 3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

General education and Special Education teachers will engage in structured collaborative planning and progress reviews to jointly analyze grade-level standards, IEP goals, specially designed instruction, accommodations, formative evidence, and progress-monitoring data. Teams will adjust instructional intensity, group size, frequency, and supports when SPED students are not demonstrating sufficient progress.

Strategy's Expected Result/Impact: STAAR data will reflect an increase in special education students scoring at the meets level or above.

Staff Responsible for Monitoring: AP (SpEd Lead)

Problem Statements: Student Learning 1 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Classroom teachers, Reading Interventionists, instructional paraprofessionals, and designated staff will provide targeted intervention for students demonstrating persistent Reading gaps. Beginning in the second semester and continuing through STAAR testing in April, Title I-funded

before/after-school tutoring will provide additional instruction for students identified through MAP, district assessments, formative evidence, and progress toward individual goals. Groups, instructional focus, and intensity will be adjusted using ongoing progress data.

Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level or above in Reading.

Staff Responsible for Monitoring: AP (RLA Lead)

Problem Statements: Student Learning 2 - School Processes & Programs 1

Funding Sources: Tutoring 211 - Title I-A, $21,196, Instructional Paraprofessional 199 - General Funds: SCE, $29,500, Interventionists 211 - Title I-A, $156,686

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.
2	Although STAAR RLA Meets+ improved from 32% in 2025 to 42% in 2026, Reading growth is not yet strong enough across all student groups. Only 54% of students met projected MAP Reading growth, including 49% of LEP students and 34% of SPED students, compared with 68% of all students meeting projected Math growth.	Gilbert has established a daily assess - group - instruct - monitor - regroup RTI cycle; however, the intensity, instructional precision, and rate of acceleration within Reading Tier 2 and Tier 3 intervention are not yet sufficient for all students with significant unfinished learning, particularly SPED and EB students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
2	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.
3	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 54% to 64% by May 2027.

Increase the percentage of special education students who meet or exceed expected growth on Reading MAP Growth (English/Spanish combined) from 34% to 44% by May 2027.

Evaluation Data Source: MAP Growth Data

Strategy 1

Teachers will implement Gilbert's daily assess - group - instruct - monitor - regroup model, using exit tickets, classroom performance, district assessments, MAP, CORE, fluency screeners, and diagnostic data to provide flexible Tier 2 grade-level reteach/extension and stable Tier 3

intervention for persistent skill gaps.

Strategy's Expected Result/Impact: The percentage of students across K-5 who meet or exceed their projected growth on MAP Reading will increase.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

General education, Special Education, Reading Interventionists, and instructional-support staff will review student progress during PLC/MTSS cycles and adjust skill focus, frequency, duration, group size, specially designed instruction, and intervention intensity when students are not demonstrating sufficient Reading growth.

Strategy's Expected Result/Impact: At least 64% of students in grades K-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.

Staff Responsible for Monitoring: Reading Interventionist

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Interventionists 211 - Title I-A, $156,686, SCE Paraprofessional 211 - Title I-A, $29,500

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.
2	Although STAAR RLA Meets+ improved from 32% in 2025 to 42% in 2026, Reading growth is not yet strong enough across all student groups. Only 54% of students met projected MAP Reading growth, including 49% of LEP students and 34% of SPED students, compared with 68% of all students meeting projected Math growth.	Gilbert has established a daily assess - group - instruct - monitor - regroup RTI cycle; however, the intensity, instructional precision, and rate of acceleration within Reading Tier 2 and Tier 3 intervention are not yet sufficient for all students with significant unfinished learning, particularly SPED and EB students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.

Performance Objective 5 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 43% to 50 % by May 2027.

Increase the percentage of special education students scoring at meets or above on STAAR Math from 28% to 35% by May 2027.

Evaluation Data Source: STAAR data

Strategy 1 ☑ Results Driven Accountability

K-5 teachers and instructional leaders will use PLCs, student-work analysis, formative evidence, and district assessments to identify and scale instructional practices that move students from growth to grade-level mastery, emphasizing rigorous problem solving, mathematical discourse, multiple representations, reasoning, justification, and targeted reteach/extension.

Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level or above in Math.

Staff Responsible for Monitoring: AP (Math Lead)

Problem Statements: Student Learning 3 - School Processes & Programs 3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will use MAP, formative, district assessment, and student-work data to identify students requiring additional Math support. Beginning in the 2nd semester and continuing through STAAR testing in April, Title I-funded before/after-school tutoring will provide targeted instruction based on academic need, addressing prerequisite skills connected to current grade-level standards and priority standards necessary for Meets+ performance. Groups and instructional focus will be adjusted based on student progress.

Strategy's Expected Result/Impact: Increased % of 3-5 students scoring meets or above on STAAR Math.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3 - School Processes & Programs 1

Funding Sources: Tutoring 211 - Title I-A, $21,196

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

General education and Special Education teachers will collaboratively plan and monitor Math instruction around grade-level standards, IEP goals, specially designed instruction, accommodations, prerequisite skills, and rigorous problem-solving opportunities, adjusting

support when progress-monitoring evidence indicates insufficient progress.

Strategy's Expected Result/Impact: The gap between SpEd students' performance and non-SpEd students' performance will narrow.

Staff Responsible for Monitoring: AP (SpEd Lead)

Problem Statements: Student Learning 1 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.
3	Despite significant improvement in 2025-26, only 42% of Gilbert's STAAR assessments reached Meets Grade Level or above and 19% reached Masters, indicating that a majority of tested students have not yet demonstrated consistent mastery of grade-level standards.	Campus instructional and RTI systems are successfully identifying learning needs and producing student growth; however, Tier I instruction and instructional response to formative data do not yet consistently provide the level of cognitive demand, academic discourse, reasoning, written response, problem solving, and extension necessary to move students from Approaches to Meets & Meets to Masters.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
2	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.
3	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.

Performance Objective 6 ☑ High Priority

Increase the percentage of 5th grade students scoring at MEETS or above on STAAR Science from 39% to 50% by May 2027.

Increase the percentage of emergent bilingual students scoring at meets or above on STAAR Science from 34% to 44% by May 2027.

Evaluation Data Source: STAAR data

Strategy 1 ☑ Results Driven Accountability

K-5 teachers and instructional leaders will strengthen standards-aligned Science instruction through hands-on investigation, academic vocabulary, data analysis, evidence-based reasoning, academic discourse, and written explanation. Grade-453PLCs will use formative evidence, student

work, and district assessment data to identify high-leverage standards requiring immediate reteach or extension.

Strategy's Expected Result/Impact: STAAR results will reflect an increase of 5th students scoring at Meets level or above in Science from 39% to 50%.

Staff Responsible for Monitoring: 5th Science Lead Teacher

Problem Statements: Student Learning 3 - School Processes & Programs 3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Grade 5 teachers will collaboratively analyze student work and assessment evidence and provide targeted small-group instruction, language support accommodations, and intentional use of cognates to bridge grade-level content with language supports as needed.

Strategy's Expected Result/Impact: STAAR results will reflect an increase of 5th grade emergent bilingual students scoring at Meets level or above in Science from 34% to 44%.

Staff Responsible for Monitoring: 5th Science Lead Teacher

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Despite significant improvement in 2025-26, only 42% of Gilbert's STAAR assessments reached Meets Grade Level or above and 19% reached Masters, indicating that a majority of tested students have not yet demonstrated consistent mastery of grade-level standards.	Campus instructional and RTI systems are successfully identifying learning needs and producing student growth; however, Tier I instruction and instructional response to formative data do not yet consistently provide the level of cognitive demand, academic discourse, reasoning, written response, problem solving, and extension necessary to move students from Approaches to Meets & Meets to Masters.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
2	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.
3	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.

Performance Objective 7

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Math MAP Growth from 68% to 72% by May 2027.

Increase the percentage of special education students who Meet or Exceed expected growth on Math MAP Growth from 49% to 54% by May 2027.

Evaluation Data Source: MAP Growth reports

Strategy 1

K-5 teachers and instructional leaders will use PLCs, formative evidence, and MAP data to identify instructional and intervention practices associated with high Math growth and systematically replicate them through collaborative planning, modeling, peer learning, student-work analysis, coaching, and Gilbert's daily flexible/stable grouping model.

Strategy's Expected Result/Impact: At least 72% of students in grades K-5 will meet or exceed their projected growth targets in MAP Math from BOY to EOY.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 1, 3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

General education and Special Education teams will monitor SPED Math growth during PLC/ MTSS cycles and adjust frequency, duration, group size, prerequisite-skill instruction, specially designed instruction, accommodations, and intervention intensity when students are not on trajectory to meet projected growth.

Strategy's Expected Result/Impact: The % of SpEd students meeting or exceeding their Math MAP Growth will increase from BOY to EOY.

Staff Responsible for Monitoring: AP (SpEd lead)

Problem Statements: Student Learning 1 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services continue to demonstrate significant achievement and growth gaps. On 2026 STAAR, only 26% of SPED assessments reached Meets Grade Level or above compared with 42% campuswide, including 20% in RLA and 28% in Math. Additionally, only 34% of SPED students met projected MAP Reading growth and 49% met projected MAP Math growth.	Although Gilbert has established daily RTI, progress-monitoring, and intervention systems, general education and Special Education planning and instruction are not yet consistently integrated around grade-level essential standards, specially designed instruction, IEP goals, accommodations, and student progress data to accelerate SPED achievement and growth.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.
2	Existing Tier I, intervention, and progress-monitoring systems are not yet producing equitable outcomes for students receiving Special Education services. Only 26% of SPED STAAR assessments reached Meets+ compared with 42% campuswide, and SPED students met projected MAP growth at only 34% in Reading and 49% in Math.	Collaborative planning among general education, Special Education, intervention, and instructional-support staff is not yet consistently structured around the joint analysis of grade-level standards, IEP goals, specially designed instruction, accommodations, formative data, and progress-monitoring results.

3	Although strengthened Tier I instruction and intervention systems produced significant student growth in 2025-26, they have not yet resulted in sufficient grade-level mastery. Overall, only 42% of STAAR assessments reached Meets+ and 19% Masters; in Math, 68% met MAP projected growth while only 43% reached STAAR Meets+.	Professional learning and instructional systems have successfully emphasized curriculum implementation, intervention, and student growth; however, continued professional learning and coaching are needed to strengthen rigorous questioning, academic discourse, reasoning, written response, differentiation, and extension so that growth translates into increased Meets and Masters performance.

Performance Objective 8

Increase the percentage of students who increase their TELPAS composite score by 1 level or more OR achieve Advanced High composite level from 47% to 50% by May 2027.

Evaluation Data Source: TELPAS Results

Strategy 1 ☑ Results Driven Accountability

Bilingual/ESL teachers will use individual TELPAS domain data and classroom language evidence to intentionally embed listening, speaking, reading, and writing development within daily grade-level instruction, emphasizing structured academic discourse and each student's identified language-development needs.

Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency as demonstrated on TELPAS testing.

Staff Responsible for Monitoring: AP (LPAC lead)

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Grade-level, Bilingual/ESL, intervention, and instructional-support staff will jointly review TELPAS profiles, formative evidence, and academic progress during PLC/data cycles and adjust linguistic accommodations, language objectives, structured discourse, writing opportunities, and targeted language supports for students not demonstrating sufficient progress.

Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency as demonstrated on TELPAS testing.

Staff Responsible for Monitoring: AP (LPAC lead)

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.	Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although Gilbert has established PLC, DDI, RTI, progress-monitoring, and flexible small-group systems, these processes are not yet producing consistent levels of growth and mastery across grade levels, content areas, and student groups. For example, 68% of students met projected MAP Math growth compared with 54% in Reading.	Campus teams have strong systems for identifying student needs and regrouping students; however, the instructional response resulting from those data varies in precision, intensity, rigor, and effectiveness across grade levels, content areas, and student groups.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the percentage of students who are chronically absent from 7.5 % to 7% by May 2027.

Decrease the percentage of special education students who are chronically absent from 11.9% to 11% by May 2027.

Evaluation Data Source: Campus attendance data

Strategy 1 ☑ Results Driven Accountability

Follow the campus attendance plan (ex. 8 am attendance, classroom attendance banner, brag tags, campus- wide attendance banners, Class Dojo messages to parents, end of six weeks incentives for perfect attendance, etc.).

Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease to 7%.

Staff Responsible for Monitoring: DP clerk

Problem Statements: Demographics 3

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Students approaching or meeting chronic-absence thresholds--particularly SPED students--will receive an individualized attendance intervention plan identifying barriers, interventions, family/ campus commitments, progress checks, and escalation of support when attendance does not improve.

Strategy's Expected Result/Impact: Student chronic absenteeism rates decrease to 7% for all students and 11% for SpEd students.

Staff Responsible for Monitoring: MTSS Committee (Attendance lead)

Problem Statements: Demographics 1, 3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.	Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.
3	Although Gilbert maintains high attendance rates overall, chronic absenteeism remains at 7.5%, with students receiving Special Education services demonstrating the lowest attendance rate among identified student groups at 96.2%. Continued chronic absenteeism limits consistent access to Tier I instruction, intervention, and specialized services for affected students.	Campus attendance systems are not yet consistently differentiated for students demonstrating emerging or persistent attendance concerns, including timely identification of patterns, individualized family outreach, identification of barriers, and coordinated attendance interventions and progress monitoring.

Performance Objective 2 ☑ High Priority

Maintain minimal (less than 10) in and out of school suspensions for all students that are referred for disciplinary actions throughout the 26-27 school year. Maintain 4 or less ISS/OSS for Hispanic students. Maintain minimal discretionary referrals (less than 20) for all students across the campus throughout the 26-27 school year. Maintain 10 or less discretionary referrals for Hispanic students.

Evaluation Data Source: Cognos discipline reports

Strategy 1 ☑ Results Driven Accountability

Campus leaders, teachers, counselors, and staff will explicitly teach and consistently implement a common behavior framework across classrooms and common areas, integrating Grizzly PRIDE/ Student Culture expectations, Capturing Kids' Hearts, restorative practices, positive reinforcement, and district behavior supports. Leadership will review discipline and climate-perception data throughout the year to identify patterns requiring additional support.

Strategy's Expected Result/Impact: All staff members will continue to build relationships with students through daily morning greetings, sharing good things, providing affirmations, use of Social Contract, and use of the 4 Questions.

Staff Responsible for Monitoring: Student Culture Committee Lead

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Counselors and MTSS teams will provide skill-specific small groups, individual counseling, restorative intervention, and individualized behavioral supports for students demonstrating repeated behavioral, relational, transition, grief, or social-emotional needs, with progress monitored and interventions adjusted.

Strategy's Expected Result/Impact: Continue to maintain minimal office referrals. Decrease behavior issues in the common areas.

Staff Responsible for Monitoring: Counselors (each responsible for their own grade levels)

Problem Statements: Demographics 1 - Perceptions 3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.	Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Although Gilbert maintained very low formal discipline rates during 2025-26, stakeholder perceptions indicate concerns with everyday student behavior. Only 30% of students responded favorably regarding students following school rules, perceptions regarding disrespectful behavior declined 16 points to 39% favorable, and teacher perceptions of Student Behavior declined 13 points to 67% favorable.	Campus behavior systems have been effective at preventing behaviors from escalating to formal disciplinary consequences; however, expectations for daily rule-following, respectful peer interactions, student accountability, and consistent classroom/common-area behaviors are not yet experienced consistently by students and teachers.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, Gilbert Elementary will increase favorable responses on the Family Engagement measure from 22% in May 2026 to at least 32%, as measured by the annual family climate survey, by providing families with ongoing opportunities to understand student achievement, academic growth, intervention needs, and strategies to support learning at home. Campus will offer at least one parent involvement activity each month.

Evaluation Data Source: Calendar of events, sign-in sheets

Strategy 1

Campus and grade-level teams will provide strategically selected curriculum nights, workshops, conferences, and academic learning events that help families understand grade-level expectations, student data, interventions, and specific ways to support learning at home. At least one parent involvement activity will be offered each month.

Strategy's Expected Result/Impact: Family Survey data will reflect an increase in positive feedback on family/school partnerships.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Parent Liaison 211 - Title I-A, $28,500

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	April	June

Strategy 2

Campus leadership and the Parent Liaison will increase meaningful family voice through needs/ interest surveys, climate-survey outreach, Coffee with the Principal, teacher-family feedback opportunities, and representation in campus improvement processes, using stakeholder feedback to adjust communication, programming, and supports.

Strategy's Expected Result/Impact: Family Survey data will reflect an increase in positive feedback on family/school communication.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parent Liaison 211 - Title I-A, $28,500

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Gilbert Elementary serves a high-needs student population, with 81% identified as At Risk, 67% identified as Emergent Bilinguals, and 22% receiving Special Education services, creating complex and often overlapping academic, language, behavioral, social-emotional, and intervention needs.	Although Gilbert has established systems to identify and support At Risk, EB, SPED, and MTSS students, coordination of data, services, staffing, interventions, and progress monitoring across programs is not yet consistently integrated for students with multiple indicators of need.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Gilbert exceeded its 2025-26 campus goal for family/community event participation, family climate survey results indicate that deeper engagement and communication remain opportunities. Family Engagement was 22% favorable and declined 6 points, while School-Family Communication declined 6 points to 85% favorable, including a 15-point decline in perceptions of communication frequency.	Campus family engagement has successfully provided frequent events and opportunities for participation; however, systems are not yet consistently designed around ongoing two-way communication, direct teacher-family interaction, academic goal sharing, and individualized information that helps families understand and influence their child's progress.

State Compensatory Education

State Compensatory

Budget for Gilbert Elementary School

Total SCE Funds: $28,500.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

An instructional paraprofessional is funded through our SCE, and she helps to provide classroom instruction/intervention.

Personnel for Gilbert Elementary School

Name	Position	FTE
Bryanna Zavala	SCE Instructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Gilbert Elementary School conducted its **Comprehensive Needs Assessment (CNA) during the spring and summer of 2026** to inform the development of the **2026–2027 Campus Improvement Plan (CIP)**. The process involved collaborative analysis of student performance, campus systems, stakeholder feedback, and emerging needs to identify priorities for continuous improvement.

Stakeholder Teams:

The CNA process included representation from **campus administrators, teachers across grade levels and core content areas, interventionists, Special Education staff, EB instructional support, counselors, parents, and community partners**. Stakeholders contributed perspectives on student achievement, instructional practices, school climate, family engagement, and campus needs.

Stakeholder/Data Analysis Team	
Name	**Role**
Kesha Valtierra	Admin
Jesus Rayas	Admin
Susan Duran	Admin
Lucy Hellerman	Academic Specialist
Tiffany Nicholas	Interventionist
Ivonne Oviedo	Interventionist
Liz Munoz	Counselor
Yesi Millan	Counselor
Katy Jaime	Pre-K Team Lead
Terra McCown	Kinder Team Lead
Tracy Williams	1st grade Team Lead
Andrew Rangel	2nd Grade Team Lead
Judith Pecina	3rd Grade Team Lead
Malorie Butler	4th Grade Team Lead
Genna Slade	5th Grade Team Lead
Maribel Sorto	Parent Representative
Holly Cates	District Representative
Sissie Witt	Community Representative

Meeting Cadence:

The CNA process included collaborative data-review sessions during **spring 2026**, followed by additional review and refinement as final assessment and accountability information became available. Activities included whole-group data analysis, grade-level discussions, reviews of the four CNA domains (**Demographics, Student Learning, School Processes & Programs, and Perceptions**), and collaborative identification of strengths, needs, problem statements, and root causes.

Data Sources Reviewed:

Teams examined multiple quantitative and qualitative data sources, including:

- **2026 STAAR results** and accountability data, including Student Achievement, Academic Growth, and Closing the Gaps.
- **2025–2026 MAP Growth** Reading and Math results (BOY, MOY, EOY), including historical trends and student-group performance.
- **2026 TELPAS results**, English Language Proficiency progress, and historical language-development trends.
- **PK CIRCLE assessment data** measuring early literacy, language, and mathematics readiness.
- **HB 1416 intervention outcomes** and student progress from 2025 to 2026.
- **Attendance, chronic absenteeism, discipline, bullying, student mobility, and enrollment data**, including available student-group breakdowns.
- **Panorama student, teacher, staff, and family perception surveys**, including school climate, behavior, communication, engagement, and staff well-being.
- **Family/community engagement participation records** and stakeholder feedback.
- **Instructional evidence**, including PLC documentation, formative assessments, intervention records, progress monitoring, and campus instructional practices.
- **Staffing and retention information**, including available TAPR data.

CNA Process:

Stakeholder teams examined campus strengths and areas of need within each CNA domain. Data were reviewed across multiple years and student populations to identify trends, achievement gaps, and opportunities for improvement. Teams developed and refined **problem statements and campus-controlled root causes**, prioritizing needs that could be addressed through targeted instructional, behavioral, attendance, and family-engagement strategies.

Findings from the four domains were consolidated into a final CNA summary and used to guide the development of the **2026–2027 CIP performance objectives, measurable targets, and evidence-based strategies**. Particular attention was given to Reading growth, SPED achievement, grade-level mastery, student attendance and behavior, family engagement, and staff well-being.

Documentation: All agendas, sign-in sheets, CNA drafts, and finalized CNA documentation are housed in **Title I Crate**.

1.2 Location for Evidence of Multiple Meetings Held

Gilbert Elementary School provided **multiple opportunities for stakeholders to participate in the 2026–2027 Comprehensive Needs Assessment (CNA) process** throughout the spring, summer, and fall of 2026.

- **Spring 2026:** Campus Improvement Committee (CIC), Leadership Coalition, and campus instructional teams participated in collaborative data reviews to identify preliminary strengths, needs, and areas for improvement across the four CNA domains.
- **Summer 2026:** Additional CNA review and refinement opportunities focused on analyzing final **2026 STAAR, MAP Growth, TELPAS, PK CIRCLE, attendance, discipline, and Panorama survey data**. Stakeholder input informed the development and refinement of priority problem statements and root causes.
- **Fall 2026:** The CNA and CIP review process included opportunities to incorporate updated accountability information, revisit identified campus needs, and ensure alignment between **CNA findings, performance objectives, and improvement strategies**.

Evidence of multiple meetings — including **agendas, notes, minutes, and sign-in sheets** — is housed in **Title I Crate** and is available for review.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Gilbert Elementary School's **2026–2027 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the **Comprehensive Needs Assessment (CNA) process** and included opportunities for stakeholder collaboration, data analysis, and continuous refinement throughout the spring, summer, and fall of 2026.

- **April–May 2026:** Initial CNA and CIP development activities focused on reviewing available academic, demographic, attendance, discipline, and stakeholder perception data. Campus Improvement Committee (CIC), Guiding Coalition, and instructional team discussions helped identify preliminary campus strengths, needs, and improvement priorities.
- **June–July 2026:** Additional data analysis and CNA refinement focused on **2026 STAAR, MAP Growth, TELPAS, PK CIRCLE, HB 1416 intervention outcomes, and student-group performance trends**. Campus strengths, problem statements, and root causes were developed and refined across the four CNA domains: **Demographics, Student Learning, School Processes & Programs, and Perceptions**.
- **August–September 2026:** As updated accountability information became available, the campus continued reviewing and refining its CNA findings and aligning them with the district's **2026–2027 goals and performance objectives**. Campus improvement strategies were developed to address identified root causes, with particular emphasis on Reading growth, SPED achievement, grade-level mastery, attendance, student behavior, family engagement, and staff well-being.
- **October 2026:** The campus continued final review and refinement of the **2026–2027 Schoolwide Program Plan/CIP**, incorporating stakeholder feedback, updated data, and alignment between priority problem statements, measurable performance objectives, and evidence-based improvement strategies.

Evidence of multiple meetings — including **agendas, notes, minutes, and sign-in sheets** — is housed in **Title I Crate**.

2.2 Stakeholders 1114(b)(2)

Gilbert Elementary School engaged a wide range of stakeholders in the development of the **2025–2026 Campus Improvement Plan**.

- **Campus Staff:** Teachers from core content areas, team leaders, interventionists, counselors, and special education staff actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The **Admin team** served as the primary planning body, ensuring cross-representation of RLA, Math, Science, SPED, counseling, and administration. Members included:
  - Kesha Valtierra, Principal
  - Susan Duran, Assistant Principal
  - Jesus Rayas, Assistant Principal
  - Lucy Hellerman, Academic Specialist
  - Kari Minyard, SPED Dept Chair
  - Tiffany Nicholas, Interventionist
  - Ivonne Oviedo, Interventionist
  - Terra McCown, Kinder Team Lead
  - Tracy Williams, 1st Grade Team Lead
  - Andrew Rangel, 2nd Grade Team Lead
  - Judy Pecina, 3rd Grade Team Lead
  - Malorie Butler, 4th Grade Team Lead
  - Genna Slade, 5th Grade Team Lead
  - Liz Munoz, Counselor
  - Yesi Millan, Counselor
- **Families & Community Members:** Parents and community partners were invited to participate through **CIC**

meetings, parent surveys, and family engagement events. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The **2026–2027 Campus Improvement Plan (CIP)** is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is **posted on the Gilbert Elementary School website** for open access by families and community members.
- Copies are available in the **front office** upon request
- The plan is written in **clear, parent-friendly language**. Key sections and summaries are available in **English and Spanish**, the primary languages of our families, with translation services available upon request for other languages.
- The plan is also shared during **parent engagement events**, ensuring families are aware of its availability and purpose.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The **2026–2027 Campus Improvement Plan (CIP)** was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from **Title I, State Compensatory Education (SCE), and general funds** are strategically integrated to support academic interventions, extended learning, and family engagement.

In addition, the CIP aligns with:

- **Federal Programs:**
  - **Title I** funds support instructional coaching, interventionists, tutoring, and parent engagement.
  - **Special Education (IDEA)** and **EB/Title III** resources are integrated to provide scaffolds, and language development supports.
- **State Programs:**
  - **State Compensatory Education (SCE)** funds are coordinated to provide RTI interventions.
  - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- **Local and District Programs:**
  - **MTSS Framework** supports Tier I behavior systems through Classroom Success Plans.
  - **Irving Schools Foundation** provides financial and resource support (uniforms, food bags, grants)

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Gilbert Elementary School evaluates the **effectiveness of its Schoolwide Program Plan and Campus Improvement Plan (CIP)** through ongoing formative monitoring and an annual summative evaluation. These processes determine whether implemented strategies are improving student achievement, addressing identified needs, and supporting progress toward campus performance objectives. Evaluation findings are documented in **Plan4Learning**, with supporting evidence maintained in **Title I Crate**.

Formative Reviews:

Program and strategy effectiveness is monitored throughout the **2026–2027 school year**, with formal updates documented quarterly in the **Formative Reviews section of the CIP**. Reviews examine implementation progress and

measurable student outcomes using multiple data sources, including:

- MAP Growth Reading and Math results, classroom formative assessments, CFAs/DOLs, and student progress-monitoring data.
- PLC/DDI documentation, instructional walkthrough feedback, and evidence of Tier I instruction and Tier 2/Tier 3 intervention.
- Title I-funded tutoring participation and student academic progress.
- Attendance, chronic absenteeism, discipline, and student behavior data.
- TELPAS, PK CIRCLE, and other applicable assessment data.
- Family engagement participation, stakeholder feedback, and student/staff perception data.

Campus leadership and instructional teams use these findings to **evaluate strategy implementation, identify barriers, adjust interventions, and refine instructional and student-support practices**. Particular attention is given to Reading growth, SPED achievement, grade-level mastery, attendance, student behavior, and family engagement.

Summative Review:

An **annual evaluation of the 2026–2027 Schoolwide Program Plan** will be conducted at the conclusion of the school year and documented in the **Summative Review section of the CIP**.

The evaluation will examine:

- **2027 STAAR results**, including Approaches, Meets, Masters, and student-group performance.
- **2026–2027 MAP Growth** results in Reading and Math.
- **2027 TELPAS** progress and applicable English Language Proficiency indicators.
- **2026–2027 PK CIRCLE** performance and growth.
- State accountability indicators, including Student Achievement, School Progress, and Closing the Gaps, as available.
- Attendance, chronic absenteeism, discipline, and student behavior trends.
- Student, family, teacher, and staff perception survey results.
- Implementation and effectiveness of campus improvement strategies, interventions, and Title I-funded supports.

The summative evaluation will determine **which strategies were effective, which require modification, and which should be continued, expanded, or discontinued** based on implementation evidence and measurable outcomes.

Alignment with the Comprehensive Needs Assessment (CNA):

Findings from formative and summative evaluations will inform the **2027–2028 CNA and CIP development process**. Campus stakeholders will use the results to update strengths, needs, priority problem statements, root causes, performance targets, and evidence-based strategies, supporting a continuous cycle of school improvement.

Location and Confirmation of Evidence:

- **Plan4Learning:** Quarterly formative reviews and annual summative evaluation of CIP goals, performance objectives, and strategies.
- **Title I Crate:** Supporting documentation, including meeting agendas, minutes, sign-in sheets, data analyses, assessment results, progress-monitoring records, stakeholder feedback, and evidence of Schoolwide Program evaluation activities

Title I Personnel

Name	Position	Program	FTE
Elia Victoria	Parent Liaison		
Ivonne Oviedo	Reading Interventionist		
Tiffany Nicholas	Reading Interventionist		

Irving Independent School District

Good Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:20 AM

Mission Statement

At John R. Good our mission is to create a community that is prepared, respectful, demonstrates integrity and diligence, and strives for excellence.

Vision

At John R. Good our vision is to work interdependently within a safe learning environment to ensure growth for every child.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 15

Priority Problem Statements 19

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 25

Student Data: Behavior and Other Indicators 26

Employee Data 26

Parent/Community Data 26

Support Systems and Other Data 27

Goals 28

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 29

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 54

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 63

State Compensatory Education 67

Budget for Good Elementary School 68

Personnel for Good Elementary School 68

Title I Summary 69

Title I 70

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 70

1.1 Description of CNA Process 70

1.2 Location for Evidence of Multiple Meetings Held 70

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 70

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 70

2.2 Stakeholders 1114(b)(2) 70

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 70

Title I Personnel 71

Comprehensive Needs Assessment

Demographics

Summary

Good Elementary is a PK–5 Title I neighborhood school serving 638 students, compared to a projected enrollment of 672. Enrollment inc
, 81 Kindergarten, 96 first-grade, 104 second-grade, 93 third-grade, 109 fourth-grade, and 102 fifth-
grade students. The campus serves a predominantly Hispanic community (94%), with 94% of students identified as economically disadv

Several demographic indicators demonstrate positive trends. Student mobility decreased from 18% in 2023–2024 to 17% in 2024–2025
revention efforts. Discipline referrals also decreased significantly, from 37 in 2023–2024 to 33 in 2024–2025 and 11 in 2025–2026. Mos
igarettes, and controlled substances, remained relatively infrequent. Lunch, recess, and other common areas continue to require consis

Family and community engagement remain campus strengths. Parents participate in academic nights, PTO, Parent Center volunteering, family lunches, All Pro Dads, seasonal celebrations, Field Day, and other school activities. Community partnerships provide additional support, including Brighter Bites, which distributes free fruits and vegetables twice monthly to approximately 150 families; NCH, which provides uniforms, school supplies, and career-exploration opportunities; and Essendant and PAGA, which contribute backpacks and school supplies. Despite these strengths, accountability data identify an emerging concern: the Economically Disadvantaged student group is one year away from potential Targeted Support and Improvement (TSI) identification. This group has missed required targets for three consecutive years in Academic Achievement–Math and Student Success (STAAR component only), and for two consecutive years in Academic Achievement–RLA. These results emphasize the need for consistent, data-driven Tier I instruction, targeted interventions, and systematic progress monitoring to improve achievement and growth among economically disadvantaged students.

Strengths

- **Strong family engagement:** Families consistently participate in Meet the Teacher, Open House, academic nights, awards assemblies, Field Day, and other campus activities despite socioeconomic challenges.
- **Strong community partnerships:** Brighter Bites, NCH, MMC, PAGA of Irving, and other partners provide food, uniforms, incentives, financial assistance, and human capital.
- **Improving student stability:** Mobility decreased from 18% in 2023–2024 to 12% in 2025–2026.
- **Improved chronic absenteeism:** The percentage of students with 15 or more absences decreased significantly from 17% to 10%, coinciding with increased truancy-prevention meetings.
- **Relatively stable ADA:** Attendance returned to 96% after decreasing to 95.6% the previous year.
- **Low disciplinary removals:** ISS decreased from 36 to 12, while OSS remained relatively low at three incidents.
- **Programs reflect student needs:** Bilingual/ESL, special education, GT, dyslexia, music, and art services are aligned with the characteristics of the student population.
- **Experienced core of educators:** Approximately 60% of staff have between 5 and 25 years of experience.

- **Teacher demographics provide some cultural representation:** 82% of teachers are Hispanic in a student population that is 94% Hispanic.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	81% of our student population is Emergent Bilingual, with service models split between bilingual (55%), alternative bilingual (25%), and ESL (20%), and the Early Exit Bilingual model is challenging us to find ways to transition students into all English by or before 3rd Grade.	Transitioning students from Spanish to English requires systematic teacher training and consistent academic/language support.
2	Our enrollment for 2026-27 is about 30 students below the projected 672, impacting funding and staffing allocations.	Families are moving out of the attendance zone and/or choosing other schools due to housing changes, program availability, or school choice options, and we must provide the best customer service to the families we have and accept more transfers.
3 ★	Student attendance remains below campus expectations, with ADA at 96% and 10% of students identified as chronically absent, resulting in the loss of valuable instructional time.	Attendance interventions are not implemented early and consistently enough to prevent students with emerging attendance concerns from becoming chronically absent.
4 ★	A significant percentage of students receive instruction from teachers who are not yet fully certified or have limited teaching experience, with 19% of staff serving under interim/temporary status and 20% of certified teachers having fewer than five years of experience.	Professional learning, coaching, and instructional support are not yet sufficiently differentiated and systematic to rapidly develop the instructional capacity of novice and not-yet-fully-certified teachers.
5	Although overall disciplinary removals are low, behavior incidents resulting in ISS or OSS occur disproportionately during lunch and recess.	Proactive supervision, behavioral expectations, and reinforcement systems are not implemented as consistently during unstructured settings such as lunch and recess.

6 ★	The Economically Disadvantaged student group has not met accountability targets in Academic Achievement-Math and Student Success (STAAR component only) for three consecutive years and Academic Achievement-RLA for two consecutive years, placing the group at risk of TSI identification.	Student performance data have not been consistently disaggregated by student groups during DDI meetings to identify achievement gaps and implement targeted instructional responses for economically disadvantaged students.

★ = Priority

Student Learning

Summary

STAAR 2026 data indicate that student achievement remains a significant area of need at Good Elementary. The campus earned a D rat due to the Special Education student group's failure to meet required targets for three consecutive years. In 2025–2026, Special Educa

Despite these challenges, several indicators demonstrate progress. MAP data show that the percentage of students meeting or exceeding projected growth increased from 34% to 62% in Math and from 50% to 53% in Reading. However, disaggregating MAP growth by racial/ethnic student group provides limited comparative insight because 438 of the 449 students reported in NWEA (approximately 98%) are Hispanic, while the remaining groups have very small sample sizes. Early childhood data are encouraging, with CIRCLE results showing improvement across vocabulary, letter naming, early writing, mathematics, and particularly phonological awareness, which increased from 29% to 80%. K–2 foundational literacy data also indicate progress, with approximately 70–80% of kindergarten students completing Estrellita, 65% completing Lunita, and more than 90% of second-grade students completing CORE skills. To address learning gaps, the campus implements classroom-based RTI during daily small-group instruction, supplemented by two Reading Interventionists and four instructional paraprofessionals providing targeted pullout reading interventions to Tier 3 students during designated small-group periods to protect Tier I instruction. Intervention effectiveness is documented in campus data trackers and reviewed every three weeks during Interventionist DDI meetings with administration. Students demonstrating insufficient progress after documented, systematic intervention are referred to MTSS for additional support and possible evaluation. Students who did not meet STAAR performance expectations receive targeted small-group instruction aligned with HB 1416 requirements, with qualifying Tier 3 students receiving additional interventionist support. Overall, the data underscore the need for stronger Tier I instruction, systematic writing instruction, consistent disaggregation of student performance data during DDI, targeted interventions, and progress monitoring, particularly for Special Education and Economically Disadvantaged students.

Strengths

- **Early childhood readiness shows substantial improvement.** PK CIRCLE results increased across all major measures, including Rapid Vocabulary (67%→80%), Rapid Letter Naming (60%→76%), Early Writing (81%→98%), Math (80%→84%), and particularly Phonological Awareness (29%→80%).
- **K–2 foundational literacy skills are progressing.** Approximately 70–80% of kindergarten students completed Estrellita, approximately 65% completed Lunita, and more than 90% of second-grade students completed CORE skills.
- **MAP mathematics growth improved significantly**, with students meeting/exceeding projected RIT growth increasing from 34% to 62%.
- **MAP reading growth improved slightly**, from 50% to 53% meeting/exceeding projected growth.
- **STAAR mathematics remained comparatively stable**, with Approaches increasing from 55% to 58%, while Meets remained relatively stable (34%→32%) and Masters decreased only slightly (12%→11%).
- **STAAR Science Approaches improved**, increasing from 64% to 69%, while Meets remained at 30%.

- **Emergent Bilingual language development improved**, with Progress in Language Proficiency increasing from 35 to 41 and earning 3 of 4 possible Domain III points.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student growth in 4th and 5th grade RLA and Math has not increased sufficiently to earn the points needed to improve Domain II Academic Growth and Domain III Closing the Gaps performance.	Student growth targets are not consistently used to identify, monitor, and provide targeted instruction to students who are not on track to demonstrate expected or accelerated growth, particularly through differentiated small-group instruction.
2 ★	A breakdown of STAAR RLA scores indicates that writing performance is significantly lower than reading comprehension and is negatively impacting overall RLA achievement.	Writing instruction, particularly editing, revising, ECR development, and the use of textual evidence, has not been taught systematically and consistently across grade levels.
3 ★	Student growth data indicate that students are not demonstrating sufficient growth in RLA, resulting in the campus earning 0 of 12 possible Domain III RLA growth points.	Assessment data are not consistently used to provide targeted small-group instruction, timely reteaching, and differentiated support based on individual students' skill gaps and growth needs.
4 ★	STAAR data indicate that students receiving special education services are significantly underperforming in RLA and mathematics and have not met accountability targets for three consecutive years.	Tier I instruction, specially designed instruction, accommodations, and interventions are not consistently coordinated, implemented, and monitored based on the individual academic needs of students receiving special education services.
5 ★	STAAR data indicate that too few students are performing at the Meets and Masters levels across tested content areas, limiting overall Domain I performance.	Instruction and progress monitoring have not consistently focused on moving students beyond Approaches through differentiated, rigorous instruction aligned to individual achievement and growth targets.

6 ★	Early literacy data indicate strong foundational skill development in PK-2; however, these outcomes are not translating into comparable levels of RLA achievement and growth in grades 3-5.	There is not yet a sufficiently consistent PK-5 vertical literacy system that connects foundational decoding skills to increasingly rigorous comprehension, written response, vocabulary, and use of textual evidence.
7 ★	Students receiving Special Education services continue to perform significantly below required accountability targets in RLA, Math, and Student Success, resulting in ATSI identification.	General Education and Special Education instructional planning, differentiation, and interventions have not been consistently coordinated and monitored to address individual student needs.

★ = Priority

School Processes & Programs

Summary

Good Elementary has established systems for staff recruitment, professional development, instructional planning, student intervention, and school safety. Recruitment includes screening district applications and staff recommendations, committee-developed interviews, and strategic placement based on qualifications and campus needs. New teachers are assigned experienced, appropriately certified mentors and receive weekly instructional coaching from the academic specialist. Approximately 70% of teachers were retained for 2026–2027, with much of the turnover attributed to promotions, retirements, and intentional non-renewals. The campus promotes internal leadership and uses collaborative CNA/CIP teams to identify needs, establish priorities, and guide professional learning. Instructional priorities include Domain II-A Student Growth, essential standards, systematic writing instruction, curriculum customization, effective PLTs, and data-driven instruction (DDI). Classroom RTI is embedded in daily small-group instruction, while two Reading Interventionists and four instructional paraprofessionals provide additional Tier 3 reading support during designated small-group periods to protect Tier I instruction. Intervention effectiveness is tracked using campus-developed data trackers and reviewed every three weeks during Interventionist DDI meetings with administration. Students demonstrating insufficient progress after documented interventions are referred to MTSS for additional support or consideration for evaluation. Students who did not meet STAAR expectations receive targeted small-group instruction aligned with HB 1416 requirements, with qualifying Tier 3 students receiving additional interventionist support.

The campus also maintains established systems for school safety, student well-being, positive behavior, and college and career awareness. An armed school officer conducts daily door-security checks, while the building manager routinely inspects facilities and submits maintenance requests through SchoolDude. Counselors provide developmentally appropriate instruction on bullying, substance abuse, violence prevention, and social-emotional learning. All suspected bullying reports are investigated according to district procedures, with no reports substantiated as bullying during the past three years. The campus is entering its third year of implementing a redesigned PBIS system, emphasizing consistent PRIDE expectations, PBIS tickets, the Principal’s 200 Board, and strengthened cafeteria, hallway, and dismissal procedures. College and career awareness is promoted through semester-based awareness weeks and an annual Career Day featuring community professionals. Community partnerships, including Brighter Bites, support approximately 150 families through nutrition education and twice-monthly produce distributions. Although these systems provide a strong foundation, the primary improvement need is greater consistency in implementation, monitoring, and instructional follow-through. PLTs must strengthen essential-standard alignment, lesson internalization, and instructional rehearsal, while DDI must more consistently disaggregate student-group data and translate findings into targeted reteaching and progress monitoring. Continued attention is also needed to MTSS effectiveness, timely referrals and evaluations, and systematic English literacy development within the Transitional Bilingual model to improve achievement and growth across student groups.

Strengths

- **Strategic staffing and talent development:** Hiring includes screening, committee interviews, strategic placement, new-teacher support, and internal leadership development. Several staff members have advanced into leadership or specialized positions.
- **Collaborative CNA/CIP process:** Staff teams participate in data analysis, root-cause identification, development of performance objectives, and identification of professional learning needs.
- **Clear instructional priorities:** The campus has identified Domain II-A Student Growth, writing, essential standards, curriculum customization, small-group instruction, and DDI as major instructional priorities.
- **Protected Tier I and intervention structures:** The master schedule and teacher day cards are designed to protect grade-level Tier I instruction while providing RTI, special education, dyslexia, and intervention services during small-group periods.
- **Expanded intervention capacity:** An additional reading interventionist was added, particularly to support 4th- and 5th-grade growth.
- **Student goal setting:** Universal screeners and cumulative data are used to establish individual SMART goals, with student-friendly tracking tools intended to increase ownership.
- **Early identification is improving:** More systematic K–2 progress monitoring has contributed to earlier identification of students requiring additional support.

- **Established PBIS and community-support systems:** PBIS, common-area expectations, safety procedures, Brighter Bites, and nutrition education address behavioral and nonacademic student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Although the percentage of students reading on grade level, as measured by CORE and mClass has increased to be close to 80%, students in 3rd Grade are still coming with comprehension and writing gaps that affect their performance in CFAs and summative assessments.	We have not consistently and systematically taught writing connected to reading comprehension, fluency development, and the use of textual evidence to justify responses.
2 ★	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.
3 ★	The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.	DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.
4 ★	Students requiring additional academic support do not always receive timely, systematic, and consistently monitored interventions.	The MTSS/RTI process lacks a consistently implemented progress-monitoring and follow-up cycle with clearly defined timelines, responsibilities, and criteria for determining intervention effectiveness and next steps.
5 ★	Writing instruction is not implemented systematically and consistently across grade levels, contributing to gaps in students' written-response performance.	The campus lacks a consistently implemented vertical writing framework that defines priority skills, instructional expectations, common practices, and progress-monitoring expectations across grade levels.

6 ★	Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.	Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

★ = Priority

Perceptions

Summary

School perception data indicate a generally positive campus climate among students, families, staff, and the community. Students and parents report feeling welcomed, valued, and safe, while online community ratings average approximately 4.8 out of 5. Family engagement remains a campus strength, supported by bilingual communication, evening events, ClassDojo, HAC, School Messenger, conferences, the Parent Center, PTO, and Title I/CIC opportunities. On average, approximately 60 parents participate in regular campus events (about 10% of the student population), while participation increases substantially through community partnerships such as Brighter Bites, which serves approximately 150 families per distribution (equivalent to about 23% of student enrollment). Partnerships with Essendant and other community organizations further support students and families. Staff perceptions are also generally positive, with approximately 80% expressing confidence in campus leadership and direction, supported by opportunities for two-way communication, collaboration, professional learning, and leadership.

Attendance data indicate relative stability over the past three years, with overall ADA of 96.2% in 2023–2024, 95.6% in 2024–2025, and 96.0% in 2025–2026, remaining below the campus goal of 97%. Disaggregated data reveal notable differences among student groups. In 2025–2026, Hispanic students had 96.2% attendance, while Black/African American students had 90.2%, White students 92.8%, and students identifying with two or more races 87.0%; however, these groups represent small populations, requiring caution when interpreting trends. By gender, female attendance (96.3%) exceeded male attendance (95.6%). By grade level, Kindergarten had the lowest attendance at 94.1%, followed by Pre-K at 95.0% and first grade at 95.7%, while fourth grade maintained the highest attendance at 96.7%. These findings suggest a need for targeted early-grade attendance interventions and continued monitoring of student groups experiencing persistent attendance challenges. Although disciplinary removals remain low, approximately half occur in common areas, and students receiving Special Education services remain disproportionately represented in ISS/OSS, highlighting the need for consistent implementation of IEPs/BIPs, proactive supervision, and de-escalation strategies. Language and work schedules continue to create barriers to family participation, while expanded mentoring, job-embedded professional learning, learning walks, and vertical collaboration provide opportunities to strengthen student support and collective teacher efficacy.

Strengths

- **Positive student climate:** Climate surveys and informal feedback indicate that students generally feel welcomed, valued, and safe at Good.
- **Positive parent perceptions:** Families report high satisfaction with customer service, educational programs, accessibility, and opportunities for involvement.
- **Strong community reputation:** Online ratings average approximately **4.8 out of 5**, reinforcing generally positive community perceptions.
- **Strong family participation:** Families consistently participate in Open House, Meet the Teacher, conferences, awards assemblies, academic nights, and other community events.
- **Multiple communication systems:** Families receive information through conferences, ClassDojo, HAC,

School Messenger, Kinvolved, newsletters, and campus meetings.

- **Efforts to reduce participation barriers:** Major events are conducted bilingually and generally scheduled in the evening to accommodate working families.
- **Positive staff climate:** Most teachers report a sense of belonging, and approximately **80% express confidence in campus leadership and direction**.
- **Two-way staff communication:** Open-door practices, surveys, forms, and responsiveness to concerns provide staff with opportunities for input.
- **Expanded student mentoring:** Mentoring increased from approximately **120 to 250 hours**, strengthening social-emotional support.
- **Strong community partnerships:** Brighter Bites, Essendant, Texas Diggers Excavation, and other partners provide meaningful resources and experiences for students and families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.	Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.
2	A considerable percentage of students with behavior referrals can benefit from having an adult role model in the form of an outside mentor.	The campus lacks a systematic process to identify students needing mentoring, connect them with appropriate mentors, and monitor the impact on student behavior.
3	Our system to track and record the number of volunteers, the hours they serve, and parent attendance during school events is still not optimal.	Systems to track volunteer hours are still not fully and consistently implemented in the parent center.
4 ★	Students receiving special education services are disproportionately represented among students receiving ISS/OSS.	Staff do not consistently implement individualized behavioral supports, IEP/BIP requirements, differentiated expectations, and appropriate de-escalation strategies for students receiving special education services.
5 ★	Approximately half of significant disciplinary incidents occur in common areas and during less-structured portions of the school day, including lunch, recess, and dismissal.	PBIS expectations, active supervision, and positive behavior reinforcement are not implemented consistently across common areas and transitions.
6 ★	Teachers do not consistently have opportunities to observe, practice, and replicate effective instructional practices across classrooms and grade levels.	Job-embedded professional learning through learning walks, peer observation, lesson rehearsal, and vertical collaboration has not been implemented systematically across the campus.

7 ★	Students have limited systematic exposure to college, career, and technical education pathways, which is particularly important in a community where many families have had limited firsthand experience with higher education.	The campus does not have a systematic PK-5 college and career awareness program that provides students with recurring, grade-appropriate exposure to colleges, careers, technical pathways, and the education and skills required for different professions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student growth in 4th and 5th grade RLA and Math has not increased sufficiently to earn the points needed to improve Domain II Academic Growth and Domain III Closing the Gaps performance.	Student growth targets are not consistently used to identify, monitor, and provide targeted instruction to students who are not on track to demonstrate expected or accelerated growth, particularly through differentiated small-group instruction.
2 ★	STAAR data indicate that students receiving special education services are significantly underperforming in RLA and mathematics and have not met accountability targets for three consecutive years.	Tier I instruction, specially designed instruction, accommodations, and interventions are not consistently coordinated, implemented, and monitored based on the individual academic needs of students receiving special education services.
3 ★	Students receiving Special Education services continue to perform significantly below required accountability targets in RLA, Math, and Student Success, resulting in ATSI identification.	General Education and Special Education instructional planning, differentiation, and interventions have not been consistently coordinated and monitored to address individual student needs.
4 ★	The Economically Disadvantaged student group has not met accountability targets in Academic Achievement-Math and Student Success (STAAR component only) for three consecutive years and Academic Achievement-RLA for two consecutive years, placing the group at risk of TSI identification.	Student performance data have not been consistently disaggregated by student groups during DDI meetings to identify achievement gaps and implement targeted instructional responses for economically disadvantaged students.
5 ★	Student growth data indicate that students are not demonstrating sufficient growth in RLA, resulting in the campus earning 0 of 12 possible Domain III RLA growth points.	Assessment data are not consistently used to provide targeted small-group instruction, timely reteaching, and differentiated support based on individual students' skill gaps and growth needs.
6 ★	A breakdown of STAAR RLA scores indicates that writing performance is significantly lower than reading comprehension and is negatively impacting overall RLA achievement.	Writing instruction, particularly editing, revising, ECR development, and the use of textual evidence, has not been taught systematically and consistently across grade levels.

7

STAAR data indicate that too few students are performing at the Meets and Masters levels across tested content areas, limiting overall Domain I performance.

Instruction and progress monitoring have not consistently focused on moving students beyond Approaches through differentiated, rigorous instruction aligned to individual achievement and growth targets.

8

Writing instruction is not implemented systematically and consistently across grade levels, contributing to gaps in students' written-response performance.

The campus lacks a consistently implemented vertical writing framework that defines priority skills, instructional expectations, common practices, and progress-monitoring expectations across grade levels.

9

Early literacy data indicate strong foundational skill development in PK-2; however, these outcomes are not translating into comparable levels of RLA achievement and growth in grades 3-5.

There is not yet a sufficiently consistent PK-5 vertical literacy system that connects foundational decoding skills to increasingly rigorous comprehension, written response, vocabulary, and use of textual evidence.

10

Student attendance remains below campus expectations, with ADA at 96% and 10% of students identified as chronically absent, resulting in the loss of valuable instructional time.

Attendance interventions are not implemented early and consistently enough to prevent students with emerging attendance concerns from becoming chronically absent.

11

PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.

PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.

12

The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.

DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.

13 ★

81% of our student population is Emergent Bilingual, with service models split between bilingual (55%), alternative bilingual (25%), and ESL (20%), and the Early Exit Bilingual model is challenging us to find ways to transition students into all English by or before 3rd Grade.

Transitioning students from Spanish to English requires systematic teacher training and consistent academic/language support.

14 ★

Students requiring additional academic support do not always receive timely, systematic, and consistently monitored interventions.

The MTSS/RTI process lacks a consistently implemented progress-monitoring and follow-up cycle with clearly defined timelines, responsibilities, and criteria for determining intervention effectiveness and next steps.

15 ★

A significant percentage of students receive instruction from teachers who are not yet fully certified or have limited teaching experience, with 19% of staff serving under interim/temporary status and 20% of certified teachers having fewer than five years of experience.

Professional learning, coaching, and instructional support are not yet sufficiently differentiated and systematic to rapidly develop the instructional capacity of novice and not-yet-fully-certified teachers.

16 ★

Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.

Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

17 ★

Students receiving special education services are disproportionately represented among students receiving ISS/OSS.

Staff do not consistently implement individualized behavioral supports, IEP/BIP requirements, differentiated expectations, and appropriate de-escalation strategies for students receiving special education services.

18 ★

Students have limited systematic exposure to college, career, and technical education pathways, which is particularly important in a community where many families have had limited firsthand experience with higher education.

The campus does not have a systematic PK-5 college and career awareness program that provides students with recurring, grade-appropriate exposure to colleges, careers, technical pathways, and the education and skills required for different professions.

19 ★

Teachers do not consistently have opportunities to observe, practice, and replicate effective instructional practices across classrooms and grade levels.

Job-embedded professional learning through learning walks, peer observation, lesson rehearsal, and vertical collaboration has not been implemented systematically across the campus.

20 ★

Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.

Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.

21 ★

Approximately half of significant disciplinary incidents occur in common areas and during less-structured portions of the school day, including lunch, recess, and dismissal.

PBIS expectations, active supervision, and positive behavior reinforcement are not implemented consistently across common areas and transitions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation**

- [x] **data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

☑ **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Organizational structure data**

☑ **Processes and procedures for teaching and learning, including program implementation**

☑ **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of PK students who are Proficient on all five CIRCLE indicators (Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing) in Spanish from 82% to 85% by May 2027.

Evaluation Data Source: CIRCLE Assessment (BOY, MOY, and EOY)

Strategy 1

Implement daily, explicit foundational literacy instruction through Estrellita, phonological awareness, alphabet, oral-language, and vocabulary routines and use six-week data to regroup and target small groups.

Strategy's Expected Result/Impact: Increase the target areas from 82% to 85%

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 6

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Embed daily PK mathematics through explicit lessons, manipulatives, purposeful centers, mathematical discourse, and data-driven small groups.

Strategy's Expected Result/Impact: Increase math CIRCLE scores from 82% to 85%

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Implement a consistent early-writing progression including name writing, labeling, drawing-to-writing, interactive writing, journaling, oral rehearsal, and fine-motor development.

Strategy's Expected Result/Impact: Early Writing CIRCLE scores will remain above 90%

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Early literacy data indicate strong foundational skill development in PK-2; however, these outcomes are not translating into comparable levels of RLA achievement and growth in grades 3-5.	There is not yet a sufficiently consistent PK-5 vertical literacy system that connects foundational decoding skills to increasingly rigorous comprehension, written response, vocabulary, and use of textual evidence.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Writing instruction is not implemented systematically and consistently across grade levels, contributing to gaps in students' written-response performance.	The campus lacks a consistently implemented vertical writing framework that defines priority skills, instructional expectations, common practices, and progress-monitoring expectations across grade levels.

Performance Objective 2 ☑ High Priority

Increase the percentage of PK students demonstrating growth in Rapid Letter Naming, Rapid Vocabulary, and Math on CIRCLE from 80% to 85% by May 2027.

Evaluation Data Source: CIRCLE Assessment (BOY, MOY, and EOY)

Strategy 1

Set skill-specific growth targets from BOY CIRCLE data and provide targeted small-group instruction for students not on trajectory to meet EOY goals.

Strategy's Expected Result/Impact: Rapid Letter Naming, Rapid Vocabulary, and Math will increase from 80% to 85% by May 2027

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Conduct biweekly PK PLT data reviews focused on literacy, vocabulary, and math to identify students requiring reteaching, intervention, or enrichment.

Strategy's Expected Result/Impact: PK student performance on these indicators will be at or above 85% by May 2027

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Use walkthroughs, coaching, modeling, and lesson rehearsal to strengthen implementation of high-impact PK literacy and mathematics practices.

Strategy's Expected Result/Impact: PK student performance on these indicator will be at or above 85% by May 2027

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Early literacy data indicate strong foundational skill development in PK-2; however, these outcomes are not translating into comparable levels of RLA achievement and growth in grades 3-5.	There is not yet a sufficiently consistent PK-5 vertical literacy system that connects foundational decoding skills to increasingly rigorous comprehension, written response, vocabulary, and use of textual evidence.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.

Performance Objective 3 ☑ High Priority

Increase the percentage of All Students in grades 3-5 scoring Meets or above on STAAR Reading from 13% to 30% by May 2027.

Evaluation Data Source: STAAR test

Strategy 1

Grades 3-5 RLA teachers will use weekly PLTs to internalize and customize district curriculum, prioritize essential standards, anticipate misconceptions, and rehearse high-leverage instructional practices to ensure rigorous, TEKS-aligned Tier I instruction.

Strategy's Expected Result/Impact: Increased instructional rigor, student mastery of essential standards, and STAAR Meets+ performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Implement a vertically aligned grades 3-5 writing framework emphasizing constructed responses, ECR development, textual evidence, revising, editing, and conventions, while integrating explicit vocabulary instruction, structured discourse, and appropriate language scaffolds for Emergent Bilingual students.

Strategy's Expected Result/Impact: Improved writing proficiency, academic language development, and STAAR RLA performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Following common assessments, teachers and interventionist will use disaggregated student data and work samples to identify misconceptions, plan differentiated whole-group or small-group instruction, and implement a documented reteach - rehearse - implement - reassess cycle.

Strategy's Expected Result/Impact: Improved mastery of essential standards through timely reteaching, targeted interventions, and instructional adjustments.

Staff Responsible for Monitoring: Assistant Principal in charge of RLA

Problem Statements: School Processes & Programs 2

Funding Sources: SCE Instructional Paraprofessional 199 - General Funds: SCE, $27,000, Reading Interventionists 211 - Title I-A, 11-6119, $155,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Teachers will use STAAR, MAP, common-assessment, and formative data to establish student growth targets and provide differentiated instruction that accelerates movement across performance levels, particularly from Approaches High to Meets and Meets to Masters, while supporting students performing below Approaches.

Strategy's Expected Result/Impact: Increased student growth and the percentage of students achieving Meets and Masters on STAAR RLA.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	A breakdown of STAAR RLA scores indicates that writing performance is significantly lower than reading comprehension and is negatively impacting overall RLA achievement.	Writing instruction, particularly editing, revising, ECR development, and the use of textual evidence, has not been taught systematically and consistently across grade levels.
3	Student growth data indicate that students are not demonstrating sufficient growth in RLA, resulting in the campus earning 0 of 12 possible Domain III RLA growth points.	Assessment data are not consistently used to provide targeted small-group instruction, timely reteaching, and differentiated support based on individual students' skill gaps and growth needs.
5	STAAR data indicate that too few students are performing at the Meets and Masters levels across tested content areas, limiting overall Domain I performance.	Instruction and progress monitoring have not consistently focused on moving students beyond Approaches through differentiated, rigorous instruction aligned to individual achievement and growth targets.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.
3	The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.	DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.

Performance Objective 4 ☑ High Priority

Increase the percentage of K-5 Hispanic students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 60% by May 2027.

Evaluation Data Source: We will use MAP data to evaluate this performance objective.

Strategy 1

Use BOY MAP, universal screener, cumulative, and classroom data to establish individual reading growth goals and implement student-friendly progress tracking to promote ownership of learning.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 60% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - School Processes & Programs 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Use MAP learning-continuum, foundational literacy, and formative data to create flexible reading groups targeting skill gaps and acceleration needs, while providing systematic Tier II/III interventions and frequent progress monitoring for students demonstrating insufficient growth.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 60% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Conduct scheduled PLT/DDI reviews to identify students on track, approaching targets, or off track and collaboratively determine, implement, and monitor specific instructional responses.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 60% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Use targeted walkthroughs, coaching, modeling, learning walks, and lesson rehearsal to strengthen reading instruction based on identified instructional needs.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 60% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student growth data indicate that students are not demonstrating sufficient growth in RLA, resulting in the campus earning 0 of 12 possible Domain III RLA growth points.	Assessment data are not consistently used to provide targeted small-group instruction, timely reteaching, and differentiated support based on individual students' skill gaps and growth needs.

5	STAAR data indicate that too few students are performing at the Meets and Masters levels across tested content areas, limiting overall Domain I performance.	Instruction and progress monitoring have not consistently focused on moving students beyond Approaches through differentiated, rigorous instruction aligned to individual achievement and growth targets.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.
3	The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.	DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.
6	Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.	Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

Performance Objective 5 ☑ High Priority

Increase the percentage of All Students in grades 3-5 scoring Meets or above on STAAR Math from 32% to 40% by May 2027.

Evaluation Data Source: STAAR Math Assessments

Strategy 1

Use weekly Math PLTs to prioritize essential standards, align TEKS, curriculum, instruction, and assessments, and strengthen mathematical reasoning through problem-solving, multiple representations, discourse, and written justification.

Strategy's Expected Result/Impact: Increased mathematical understanding, instructional rigor, and mastery of essential standards.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Following common assessments, implement a structured DDI cycle of data analysis, reteaching, rehearsal, implementation, and reassessment to address priority misconceptions through whole-group or small-group instruction.

Strategy's Expected Result/Impact: Improved mathematics achievement through timely instructional adjustments and targeted reteaching.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Use STAAR, MAP, common-assessment, and formative data to provide differentiated small-group instruction targeting individual learning gaps and accelerating student movement across performance levels, particularly toward Meets and Masters.

Strategy's Expected Result/Impact: Increased student growth and the percentage of students achieving Meets Grade Level or above on STAAR Math.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1 - School Processes & Programs 3

Funding Sources: IXL Math 199 - General Funds: SCE, $5,925

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Provide campus-wide after-school Math tutoring for students not meeting their individual mathematics growth goals during the first semester, prioritizing essential standards and identified learning gaps.

Strategy's Expected Result/Impact: Accelerated mathematics growth and improved STAAR Meets+ performance for participating students.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Funding Sources: Tutoring Materials 211 - Title I-A, $5,000, Salaries 211 - Title I-A, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student growth in 4th and 5th grade RLA and Math has not increased sufficiently to earn the points needed to improve Domain II Academic Growth and Domain III Closing the Gaps performance.	Student growth targets are not consistently used to identify, monitor, and provide targeted instruction to students who are not on track to demonstrate expected or accelerated growth, particularly through differentiated small-group instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.	DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.

Performance Objective 6 ☑ High Priority

Increase the percentage of K-5 Hispanic Students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 62% to 70% by May 2027.

Evaluation Data Source: MAP Growth Assessment

Strategy 1

Establish individual MAP Math growth goals and use student-friendly tracking tools to monitor progress, promote student ownership, and guide instructional adjustments.

Strategy's Expected Result/Impact: Increase the percentage of students, K-5, who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 62% to 70% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Use MAP, common-assessment, and formative data to create flexible instructional groups targeting prerequisite gaps, essential standards, and enrichment, while providing Tier II/III interventions through DDI/MTSS for students demonstrating insufficient progress.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 62% to 70% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Conduct scheduled PLT reviews to identify students on track, approaching targets, or off track and collaboratively determine instructional responses based on individual growth data.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 62% to 70% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Use targeted walkthroughs, coaching, modeling, learning walks, and lesson rehearsal to strengthen mathematics instruction based on identified instructional needs.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 62% to 70% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student growth in 4th and 5th grade RLA and Math has not increased sufficiently to earn the points needed to improve Domain II Academic Growth and Domain III Closing the Gaps performance.	Student growth targets are not consistently used to identify, monitor, and provide targeted instruction to students who are not on track to demonstrate expected or accelerated growth, particularly through differentiated small-group instruction.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.
3	The DDI process is not consistently resulting in timely instructional responses to identified student learning gaps.	DDI has focused more on analyzing results than systematically planning, rehearsing, implementing, and monitoring targeted reteaching.
6	Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.	Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

Performance Objective 7 ☑ High Priority

Increase the percentage of All Students group in fifth-grade scoring Meets or above on STAAR Science from 30% to 35% by May 2027.

Evaluation Data Source: STAAR Science assessment

Strategy 1

Prioritize PK-5 science essential standards and provide vertically aligned, hands-on instruction that develops conceptual understanding and application.

Strategy's Expected Result/Impact: All grade levels will teach their essential standards for science and will track the level of student mastery

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Use PLTs, vertical teams, and walkthroughs to monitor science instruction/student work and address prerequisite gaps before fifth grade.

Strategy's Expected Result/Impact: The PLC process will be used to monitor and ensure that all grade levels are teaching their essential standards for science and will track the level of student mastery

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - School Processes & Programs 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Use fifth-grade common-assessment data to identify TEKS/reporting-category weaknesses and provide targeted reteaching, small groups, and reassessment.

Strategy's Expected Result/Impact: The percentage of students scoring at MEETS and above in Science STAAR will increase from 30% to 35%

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5 - School Processes & Programs 6

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	STAAR data indicate that too few students are performing at the Meets and Masters levels across tested content areas, limiting overall Domain I performance.	Instruction and progress monitoring have not consistently focused on moving students beyond Approaches through differentiated, rigorous instruction aligned to individual achievement and growth targets.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLTs are not consistently resulting in aligned and rigorous Tier I instruction focused on essential standards and identified student needs.	PLT protocols have not been implemented consistently around essential standards, lesson internalization, curriculum customization, and rehearsal of effective instructional practices.
6	Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.	Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by at least one proficiency level from 41% to 45% by May 2027.

Evaluation Data Source: TELPAS Assessments

Strategy 1 ☑ Results Driven Accountability

Integrate listening, speaking, reading, and writing into daily content instruction through structured discourse, vocabulary, oral rehearsal, and purposeful language supports.

Strategy's Expected Result/Impact: The percentage of students growing at least one composite level in TELPAS will increase from 41% to 45% by May 2027

Staff Responsible for Monitoring: K-5 Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Use TELPAS proficiency levels, ELPS, MAP, and classroom evidence to set language-development goals and differentiate supports toward the next proficiency level.

Strategy's Expected Result/Impact: The percentage of students growing at least one composite level in TELPAS will increase from 41% to 45% by May 2027

Staff Responsible for Monitoring: K-5 Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: School Processes & Programs 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Bilingual teachers will systematically develop English literacy beginning in the primary grades, including implementation of UFLI Bilingual/English foundational skills instruction after students demonstrate mastery of appropriate Spanish CORE skills, to prepare students for the English reading and writing demands of grades 3-5.

Strategy's Expected Result/Impact: The percentage of students growing at least one composite level in TELPAS will increase from 41% to 45% by May 2027

Staff Responsible for Monitoring: K-5 Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Demographics 1 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	81% of our student population is Emergent Bilingual, with service models split between bilingual (55%), alternative bilingual (25%), and ESL (20%), and the Early Exit Bilingual model is challenging us to find ways to transition students into all English by or before 3rd Grade.	Transitioning students from Spanish to English requires systematic teacher training and consistent academic/ language support.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Students requiring additional academic support do not always receive timely, systematic, and consistently monitored interventions.	The MTSS/RTI process lacks a consistently implemented progress-monitoring and follow-up cycle with clearly defined timelines, responsibilities, and criteria for determining intervention effectiveness and next steps.

6	Campus instructional processes are not consistently producing the level of individual student growth necessary to improve Domain II-A and Closing the Gaps performance.	Individual student growth goals are not consistently connected to progress monitoring, flexible grouping, targeted small-group instruction, and timely instructional adjustments.

Performance Objective 9 ☑ High Priority

By May 2027, Good Elementary will increase the percentage of Special Education students achieving Meets Grade Level or above on STAAR Math from 6% to at least 30%, making measurable progress toward exiting Additional Targeted Support and Improvement (ATSI) status.

Evaluation Data Source: STAAR Reports, DCAs, and Benchmarks

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

General and Special Education teachers will collaboratively plan to ensure students receiving Special Education services have access to rigorous, grade-level Tier I mathematics instruction while consistently receiving accommodations, modifications when applicable, and specially designed instruction aligned to their IEPs.

Strategy's Expected Result/Impact: Increased access to rigorous, individualized mathematics instruction, resulting in improved student mastery, academic growth, and STAAR Meets+ performance for Special Education students.

Staff Responsible for Monitoring: Assistant Principal overseeing Special Education

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will use STAAR, MAP, common-assessment, IEP, and formative data to establish individual mathematics growth targets for students receiving Special Education services and monitor progress at designated checkpoints, adjusting small-group instruction and interventions when students are not on trajectory to meet their goals.

Strategy's Expected Result/Impact: Improved mathematics achievement and growth through individualized goal-setting, consistent progress monitoring, and timely instructional adjustments for Special Education students.

Staff Responsible for Monitoring: Assistant Principal overseeing Special Education

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Following common assessments, General Education, Special Education, intervention, and administrative staff will review SPED performance to identify priority misconceptions and implement a reteach - implement - reassess cycle.

Strategy's Expected Result/Impact: Increased mathematics mastery and STAAR Meets+ performance for Special Education students through timely, targeted reteaching and reassessment.

Staff Responsible for Monitoring: Assistant Principal overseeing Special Education

Problem Statements: Student Learning 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services continue to perform significantly below required accountability targets in RLA, Math, and Student Success, resulting in ATSI identification.	General Education and Special Education instructional planning, differentiation, and interventions have not been consistently coordinated and monitored to address individual student needs.

Performance Objective 10 ☑ High Priority ☑ HB3 Goal

By May 2027, Good Elementary will increase the percentage of Special Education students achieving Meets Grade Level or above on STAAR RLA from 4% to at least 25%, making measurable progress toward exiting Additional Targeted Support and Improvement (ATSI) status.

Evaluation Data Source: STAAR Reports, DCAs, and Benchmarks

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

General and Special Education teachers will collaboratively plan rigorous grade-level RLA instruction that incorporates appropriate accommodations, scaffolds, and specially designed instruction aligned to students' IEP goals and identified academic needs.

Strategy's Expected Result/Impact: Improved RLA mastery, academic growth, and STAAR Meets+ performance for Special Education students through rigorous, differentiated, and IEP-aligned instruction.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students receiving Special Education services will receive targeted small-group instruction based on identified needs in decoding, fluency, vocabulary, comprehension, written response, revising, editing, and use of textual evidence while maintaining access to grade-level Tier I instruction.

Strategy's Expected Result/Impact: Improved foundational literacy, reading comprehension, and writing proficiency, resulting in increased academic growth and STAAR Meets+ performance for Special Education students.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

General Education, Special Education, intervention, and administrative staff will regularly analyze SPED RLA performance and student work to identify misconceptions and determine targeted reteaching, intervention, and instructional adjustments.

Strategy's Expected Result/Impact: Improved RLA mastery, academic growth, and STAAR Meets+ performance for Special Education students through data-driven instructional adjustments and targeted interventions.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services continue to perform significantly below required accountability targets in RLA, Math, and Student Success, resulting in ATSI identification.	General Education and Special Education instructional planning, differentiation, and interventions have not been consistently coordinated and monitored to address individual student needs.

Performance Objective 11 ☑ High Priority ☑ HB3 Goal

By May 2027, Good Elementary will improve accountability performance for Economically Disadvantaged students by increasing Academic Achievement-RLA from 23% to at least 35%, Academic Achievement-Math from 31% to at least 40%, and Student Success (STAAR component only) from 31% to at least 38%, meeting state accountability targets and reducing the risk of TSI identification.

Evaluation Data Source: STAAR Reports, DCAs, and Benchmarks

Strategy 1 ☑ Results Driven Accountability

During each DDI cycle, systematically disaggregate STAAR, MAP, and campus assessment data by student group to identify achievement gaps, prioritize Economically Disadvantaged students, and establish measurable instructional goals.

Strategy's Expected Result/Impact: Earlier identification of achievement gaps and more precise instructional decisions for Economically Disadvantaged students.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 6

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Use disaggregated data to provide differentiated Tier I instruction, targeted small-group interventions, and timely reteaching aligned with essential standards, prioritizing students performing below Meets Grade Level.

Strategy's Expected Result/Impact: Increased student mastery, academic growth, and STAAR Meets+ performance in RLA and Math.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 6

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 11 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	The Economically Disadvantaged student group has not met accountability targets in Academic Achievement-Math and Student Success (STAAR component only) for three consecutive years and Academic Achievement-RLA for two consecutive years, placing the group at risk of TSI identification.	Student performance data have not been consistently disaggregated by student groups during DDI meetings to identify achievement gaps and implement targeted instructional responses for economically disadvantaged students.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the percentage of Hispanic Students identified as chronically absent from 10% to 7% by May 2027, while increasing overall ADA toward the campus goal of 97%.

Evaluation Data Source: ADA Reports

Strategy 1

The attendance team will review attendance on a bi-weekly basis to identify students developing patterns of absenteeism before they reach chronic absenteeism thresholds and assign tiered interventions based on the severity and causes of absences.

Strategy's Expected Result/Impact: Early identification of attendance concerns, timely targeted interventions, and reduced chronic absenteeism, resulting in improved student attendance.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Students accumulating five unexcused absences will receive a warning letter, while those accumulating eight unexcused absences within a six-month period will be required to attend a truancy prevention meeting with the principal.

Strategy's Expected Result/Impact: Increased parent accountability, improved student attendance, and reduced chronic absenteeism through timely communication and truancy prevention interventions.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

The campus will recognize and reinforce strong and improved attendance at the student, classroom, and grade levels while avoiding incentives that unintentionally penalize students for legitimate health-related

Strategy's Expected Result/Impact: Incentivize high levels of attendance to increase our ADA to 97%

Staff Responsible for Monitoring: Attendance team, Good admin, and classroom teachers

Problem Statements: Demographics 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Student attendance remains below campus expectations, with ADA at 96% and 10% of students identified as chronically absent, resulting in the loss of valuable instructional time.	Attendance interventions are not implemented early and consistently enough to prevent students with emerging attendance concerns from becoming chronically absent.

Performance Objective 2 ☑ High Priority

By May 2027, Good Elementary will reduce the percentage of students receiving Special Education services among those assigned to In-School Suspension (ISS) from 45% (5 of 11 students) in 2025-2026 to 25% or less, through proactive behavioral interventions, consistent implementation of IEPs/BIPs, and targeted student support.

Evaluation Data Source: Disaggregated Discipline Reports

Strategy 1 ☑ Results Driven Accountability

Teachers, paraprofessionals, administrators, and staff supervising common areas will receive training and support to consistently implement applicable IEP accommodations, BIPs, behavior goals, and individualized supports across instructional and non-instructional settings.

Strategy's Expected Result/Impact: IEP plans will be communicated to those who need to know and used to provide targeted support to staff members responsible for implementing them

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 4 - Perceptions 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Review SPED discipline data regularly by student, behavior, location, and consequence; provide preventive supports and adjust interventions when disproportionality persists.

Strategy's Expected Result/Impact: The MTSS process will be utilized to address students with excessive behavior referrals

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Students requiring additional academic support do not always receive timely, systematic, and consistently monitored interventions.	The MTSS/RTI process lacks a consistently implemented progress-monitoring and follow-up cycle with clearly defined timelines, responsibilities, and criteria for determining intervention effectiveness and next steps.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Students receiving special education services are disproportionately represented among students receiving ISS/OSS.	Staff do not consistently implement individualized behavioral supports, IEP/BIP requirements, differentiated expectations, and appropriate de-escalation strategies for students receiving special education services.

Performance Objective 3 ☑ High Priority

By May 2027, we will retain at least 90% of effective educators who are eligible and recommended for continued campus employment while strengthening the capacity and belonging of novice and not-yet-fully-certified teachers.

Evaluation Data Source: Retention of effective staff members will be at or above 90%

Strategy 1

The administrative team will provide differentiated mentoring, coaching, modeling, lesson rehearsal, learning walks, and timely feedback for novice and not-yet-fully-certified teachers.

Strategy's Expected Result/Impact: PD and staff support will be adjusted to the varying needs of staff members

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 4 - Perceptions 6

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

Use staff voice, recognition, leadership opportunities, talent development, and strategic assignments to strengthen belonging, efficacy, and retention.

Strategy's Expected Result/Impact: PD and staff support will be adjusted to the varying needs of staff members

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 4 - Perceptions 6

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 3

Teacher assignments will consider certification, demonstrated instructional strengths, student needs, and accountability priorities to place effective educators where they can have the greatest impact.

Strategy's Expected Result/Impact: Teacher assignments will be made based on teacher strengths and student needs.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	A significant percentage of students receive instruction from teachers who are not yet fully certified or have limited teaching experience, with 19% of staff serving under interim/temporary status and 20% of certified teachers having fewer than five years of experience.	Professional learning, coaching, and instructional support are not yet sufficiently differentiated and systematic to rapidly develop the instructional capacity of novice and not-yet-fully-certified teachers.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Teachers do not consistently have opportunities to observe, practice, and replicate effective instructional practices across classrooms and grade levels.	Job-embedded professional learning through learning walks, peer observation, lesson rehearsal, and vertical collaboration has not been implemented systematically across the campus.

Performance Objective 4 ☑ High Priority

By May 2027, reduce disciplinary incidents originating in common areas by at least 30% from the 2025-2026 baseline.

Evaluation Data Source: Discipline Reports

Strategy 1

Develop, explicitly teach, visually display, model, and consistently reinforce PRIDE/PBIS expectations for hallways, cafeteria, recess, restrooms, arrival, and dismissal.

Strategy's Expected Result/Impact: Behavior expectations for common areas will be clearly communicated to staff and students and adherence will be expected from all stakeholders

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 5

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Consistently use PBIS tickets, Principal's 200 Board recognition, and other positive reinforcement systems to recognize students demonstrating expected behavior in common areas.

Strategy's Expected Result/Impact: Behavior expectations for common areas will be clearly communicated to staff and students and adherence will be expected from all stakeholders

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 5

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Administration/PBIS teams will periodically analyze behavior incidents by location, time, type of behavior, student group, and supervising context to identify patterns and make environmental or supervisory adjustments.

Strategy's Expected Result/Impact: Behavior expectations for common areas will be clearly communicated to staff and students and adherence will be expected from all stakeholders

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 5

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Approximately half of significant disciplinary incidents occur in common areas and during less-structured portions of the school day, including lunch, recess, and dismissal.	PBIS expectations, active supervision, and positive behavior reinforcement are not implemented consistently across common areas and transitions.

Performance Objective 5 ☑ High Priority

By May 2027, 100% of students identified for Tier II/Tier III, Special Education, dyslexia, or other targeted academic interventions will have access to a designated setting, protected intervention time, and required instructional resources without loss of core Tier I instruction.

Evaluation Data Source: 100% Students identified as needing Tier II/Tier III support will receive appropriate interventions either though push in or pull out services

Strategy 1

Develop the master schedule and teacher day cards so that intervention, Special Education, and dyslexia services occur during designated small-group/intervention periods whenever possible, protecting students' access to grade-level Tier I instruction.

Strategy's Expected Result/Impact: Tier III services will be provided in addition to and not in place of Tier I instruction

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 4

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Designate and equip intervention spaces with appropriate instructional materials, technology,

manipulatives, decodable texts, progress-monitoring tools, and other resources necessary to provide effective small-group instruction.

Strategy's Expected Result/Impact: Pullout intervention and support will result in the attainment of STAAR indicators for the Sped subgroup in math and reading

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 4

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	STAAR data indicate that students receiving special education services are significantly underperforming in RLA and mathematics and have not met accountability targets for three consecutive years.	Tier I instruction, specially designed instruction, accommodations, and interventions are not consistently coordinated, implemented, and monitored based on the individual academic needs of students receiving special education services.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

By May 2027, at least 75% of Good Elementary families will participate in at least one campus-sponsored academic, informational, volunteer, family-support, or community-engagement activity.

Evaluation Data Source: Monthly parent engagement campus reports

Strategy 1

The campus will maintain the Parent Liaison and Parent Center as means to reach the 75% family participation target by connecting families with academic information, parent education, volunteer opportunities, community resources, and campus programs and events (including Title I meetings, Reading and Math Nights, and Parent-teacher conferences to review School-Parent Compacts, etc.)

Strategy's Expected Result/Impact: Our parent liaison will continue to coordinate and provide provide opportunities for families to engage in the school.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 7

Funding Sources: Funding for the parent liaison position 211 - Title I-A, $28,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The campus will maintain family participation records, regularly identify families who have not engaged in school activities, and coordinate targeted outreach through the Parent Liaison to achieve the 75% family participation goal.

Strategy's Expected Result/Impact: The parent center will be furnished with resources and materials needed to support teachers and parents in their child's education.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Funding Sources: Resources and Materials for the Parent Center 211 - Title I-A, $3,500

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Partnerships such as Brighter Bites and other community organizations will be leveraged to connect families with food, health, educational, and other resources while increasing opportunities for meaningful campus engagement.

Strategy's Expected Result/Impact: Our families will receive resources and support (e.g. fruits and vegetables as well as nutrition education) on a regular basis.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 7

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.	Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.

7	Students have limited systematic exposure to college, career, and technical education pathways, which is particularly important in a community where many families have had limited firsthand experience with higher education.	The campus does not have a systematic PK-5 college and career awareness program that provides students with recurring, grade-appropriate exposure to colleges, careers, technical pathways, and the education and skills required for different professions.

Performance Objective 2 ☑ High Priority

By May 2027, 100% of PK-5 students will participate in a systematic, grade-appropriate sequence of college and career awareness experiences.

Evaluation Data Source: Career Day and College Awareness events will expose all of our students to a wide variety of college and career pathways.

Strategy 1

Counselors and teachers will implement a developmentally appropriate PK-5 college and career awareness sequence that exposes students to a broad range of professions and connects careers to education, interests, skills, and academic learning.

Strategy's Expected Result/Impact: All of our students will be exposed to a variety of college and career pathways

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 7

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The campus will partner with parents, local businesses, community organizations, colleges, technical programs, first responders, and other professionals to provide Career Day, classroom speakers, demonstrations, workplace connections, and other authentic career experiences.

Strategy's Expected Result/Impact: All of our student will be exposed to a wide variety of college and career pathways.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 7

Funding Sources: Incentives for Career Day 199 - General Funds, $1,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
7	Students have limited systematic exposure to college, career, and technical education pathways, which is particularly important in a community where many families have had limited firsthand experience with higher education.	The campus does not have a systematic PK-5 college and career awareness program that provides students with recurring, grade-appropriate exposure to colleges, careers, technical pathways, and the education and skills required for different professions.

State Compensatory Education

State Compensatory

Budget for Good Elementary School

Total SCE Funds: $32,925.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We are funding a paraprofessional position, which will take up about 27,000 of this budget. She will support students who are not performing satisfactorily on end-of-course assessments. Additionally, we will use the remainder of these funds to purchase supplementary materials (such as Progress Learning or IXL, etc.) to supplement the regular education program.

Personnel for Good Elementary School

Name	Position	FTE
Angelica Herrera	Instructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Good Elementary initiated its 2026–2027 Comprehensive Needs Assessment (CNA) process on July 28, 2026, with teachers, key stablished CNA protocols, collaborative teams analyzed data, responded to guiding questions, identified campus strengths and a

The CNA process continued during Campus Professional Development Week in the first week of August, providing staff additional opportunities to review findings, refine identified needs, and collaborate on improvement priorities and strategies. The results informed the development of the 2026–2027 Campus Improvement Plan (CIP), ensuring alignment with district goals and campus needs. On September 14, 2026, the draft CIP was presented to the Campus Improvement Committee (CIC) for review and feedback, supporting a collaborative, data-driven approach to continuous campus improvement.

1.2 Location for Evidence of Multiple Meetings Held

As mentioned above, the CNA campus committee met on July 28, 2026, with teachers, key staff members, and parents invited to participate and then on first week of August, providing staff additional opportunities to review findings, refine identified needs, and collaborate on improvement priorities and strategies. The results informed the development of the 2026–2027 Campus Improvement Plan (CIP), ensuring alignment with district goals and campus needs. On September 14, 2026, the draft CIP was presented to the Campus Improvement Committee (CIC) for review and feedback, supporting a collaborative, data-driven approach to continuous campus improvement.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Good Elementary began developing its 2026–2027 Schoolwide Plan/
Campus Improvement Plan (CIP) on July 28, 2026, through a collaborative Comprehensive Needs Assessment (CNA) involving te

Evidence of multiple meetings: CNA/CIC meeting agendas, sign-in sheets, meeting minutes, and presentation materials are maintained in the campus CNA/CIP documentation files.

2.2 Stakeholders 1114(b)(2)

Good Elementary engages teachers, campus administrators, key staff members, parents, and community representatives in the c ampus Improvement Plan (CIP). Stakeholders participate in collaborative CNA meetings to analyze campus data, identify strengt

Documentation: Stakeholder lists, meeting agendas, minutes, and sign-in sheets identifying participants by name and role should be maintained in the campus 2026–2027 CNA/CIP documentation folder, including records from July 28, August PD Week, and September 14.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Good Elementary makes its Campus Improvement Plan (CIP) available to the district, parents, and community through district and campus communication channels, including the district website. The plan is shared with stakeholders through CIC meetings, parent communications, and campus engagement opportunities. Information is presented in clear, family-friendly language, with English and Spanish communication and translation support available to ensure accessibility for all families.

Title I Personnel

Name	Position	Program	FTE
Angelica Herrera	SCE Instructional Aide	Instructional Aide	1
Felicia Chavez	T1 Intervention Specialist	Reading Interventionist	1
Gloria Yeberino	T-I Parent Liaison	Parent Center	1
Sharon Coleman	Title I Intervention Specialist	Reading Interventionist	1

Irving Independent School District

Hanes Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:20 AM

Mission Statement

At Hanes Elementary, we are committed to growing hearts and minds to build confident, compassionate leaders.

Vision

Empowering every student and educator to lead with heart, think with purpose, and grow with confidence to positively impact the world.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 14

Perceptions 16

Priority Problem Statements 19

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 24

Goals 25

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 26

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 36

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 39

State Compensatory Education 42

Budget for Hanes Elementary School 43

Personnel for Hanes Elementary School 43

Title I Summary 44

Title I 45

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 45

1.1 Description of CNA Process 45

1.2 Location for Evidence of Multiple Meetings Held 45

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 45

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 45

2.2 Stakeholders 1114(b)(2) 45

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 46

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 46

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 46

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 46

Comprehensive Needs Assessment

Demographics

Summary

W.T. Hanes Elementary is a Pre-K through fifth grade campus that currently houses 577 students. It is located at 2730 Cheyenne in northwest Irving. The school opened in 1969 and was named after William Trapper Hanes who served as IISD superintendent from 1956-1969. The Hispanic population makes up 67.76% of the campus demographics followed by African American at 18.72%. Economically Disadvantaged students make up 86% of our student population. About 62% of our students are LEP and 77% are At-Risk. Hanes Elementary has retained over 75% of their teachers from the previous year and 28% of them have more than five years of experience. The campus leadership consists of one principal and two assistant principals.

We have community members that attend our campus improvement committee meetings. They range from parents to business owners to community members of a nearby church. They contribute their time to offer ideas and also assist with donations made to our campus to support our students.

Mobility Rate:

21-22: 19.42% (107)
22-23: 26.4% (156)
23-24: 22.5%
24-25: 25.08% (District: 16.23%)

Discipline

21-22: 56 referrals
22-23: 45 referrals
23-24: 183 referrals
24-25: 57 referrals; 26 days of in & out of school suspensions
25-26: 91 referrals; 31 days of in & out of school suspensions

Demographic Data

Sped: 90 students; 15.68%
504: 6 students; 1.05%
GT: 83 students; 14.46%
Homeless: 9 students; 1.57%

Attendance

Current attendance percentage: 93.9%
Chronic absenteeism: 64 students; 11.1%
Excessive tardies: 25-26: 45 students; current: 3 students

ATSI populations:

Asian
Sped

TSI populations:

Continuously enrolled

Monitor population (1 year from TSI):

Hispanic

Strengths

In 26-27, we continued targeting the social-emotional needs of our students. We believe doing this assists in improving student academic growth through building positive relationships, creating a safe environment for learning, and opens the door for more constructive conversations. Teachers were trained in Irving Learning Environment Practices and are implementing them in their classrooms to create a positive environment conducive for learning. We also use the Positive Behavior Interventions and Supports framework to encourage students to be T (trustworthy) R (respectful) U (show unity) E (have excellence) Cowboys/Cowgirls. Students are recognized for showing these qualities. This is a campus-wide initiative.

Our parent liaison and PTO work hard to reach out to our families. They encourage parents to volunteer and communicate with organizations to sponsor our campus to assist with the needs of our families through donations.

We have a GT program that allows students to excel academically through more rigorous activities/projects that is part of the Enrichment schedule
PK-5th grades have a dual-language one-way immersion program for our EB students.

Our physical education teachers host an indoor soccer tournament yearly for our students. Soccer is a popular sport nation-wide, so hosting an event such as this helps unify our students that come from diverse backgrounds. This year we will be hosting a Math/Science Night and a Reading Night to motivate academic learning in these two content areas.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	From the 101 students with 10 absences or more, 26 of those absences came from first grade and 21 came from third grade. These were the highest compared to other grade levels.	Our campus struggled with maintaining consistent communication, expectations and follow-up with families about the importance of attendance and its impact on academics and social emotional development.
2 ★	We had 183 behavior referrals in 23-24. African American students represent 17.4% of our demographics but represented 29.5% of the referrals. Students of two or more races represent 1.9% of our demographics but represented 4% of the referrals.	Our campus-wide systems and procedures for Social and Emotional Learning and interventions for tier 2 and tier 3 behaviors were inconsistent.

★ = Priority

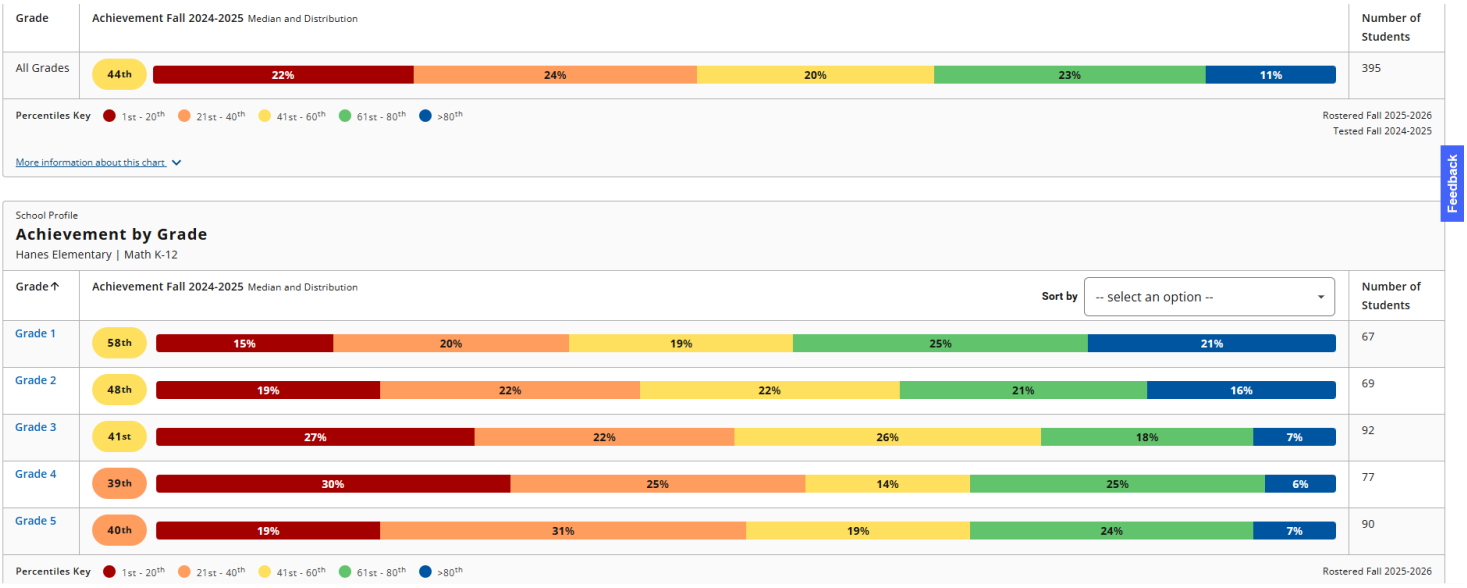
Student Learning

Summary

MAP Math (K-5)

Based on the end-of-year MAP Math results, 14.6**%** of all students tested in Grades 3-5 were projected to *Meet* or *Exceed* grade level expectations on the STAAR test in Spring 2025. Our campus was focused on ensuring that this percentage drastically increased this year. Systems have been put in place to make sure classroom teachers are providing targeted, intensive interventions (using the district's "Progression of Intervention" program materials) to Tier 3 math students in order to fill their conceptual gaps. MAP Graph 1 illustrates the large number of Hanes students with significant gaps in their foundational math knowledge. In all grades (except for Kindergarten), the **largest** percentage of students are falling within the **lowest** MAP quintile (scoring within the 1st-20th percentile range). MAP Graph 2 illustrates that, if interventions are not put in place, 82% of 5th graders, 89% of 4th graders, and 86% of 3rd graders are not likely to meet grade level expectations on the Math STAAR test in Spring of 2024. Third & Fourth grade are the grade level that will need the highest level of support to ensure that Tier 3 students make progress towards their goals. Special Education students will be closely monitored this year to ensure they meet their MAP growth projections at middle and end-of-year. The campus already has Special education students projected to score at the Approaches level on STAAR at each grade level (2nd-5th).

MAP Graph 1: Grades K-5 Math Achievement by Percentile

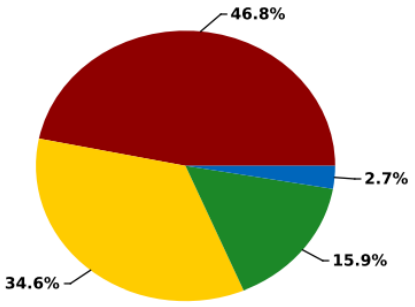


MAP Graph 2: Grades 2-5 STAAR Math Projections based on beginning-of-year data

Projected to: **STAAR** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

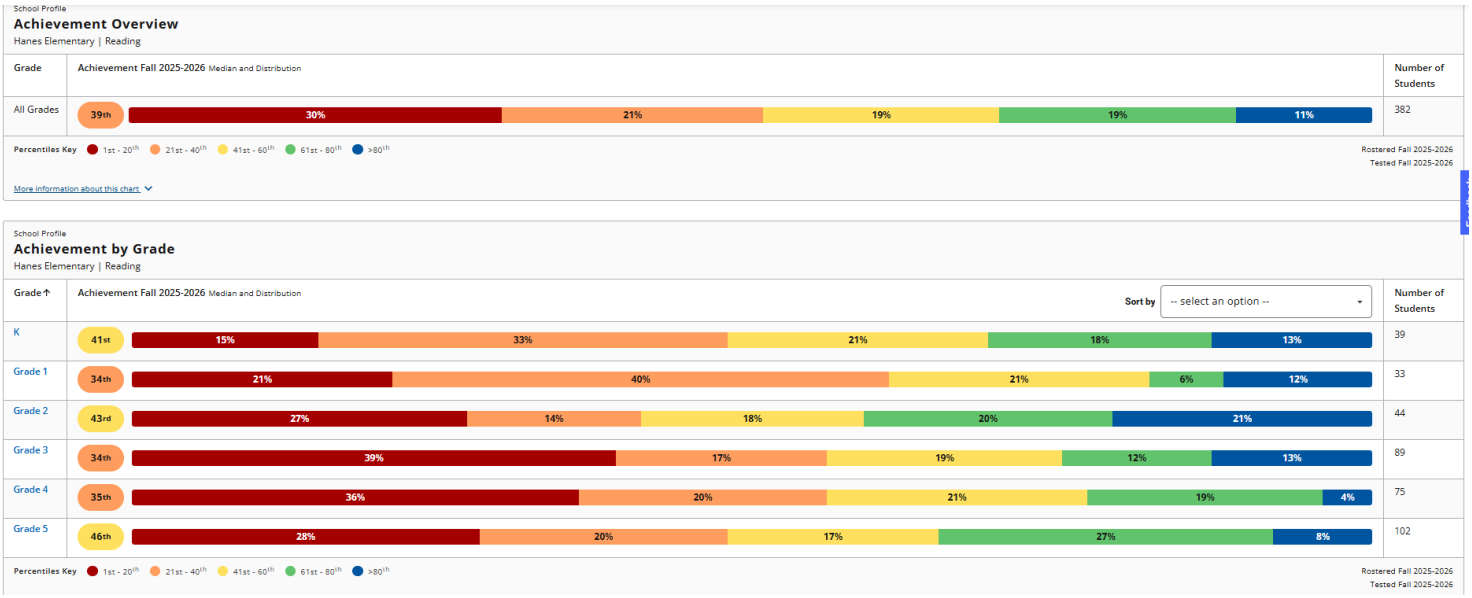
Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	103	47	45.6%	42	40.8%	14	13.6%	0	0.0%
3	90	47	52.2%	27	30.0%	13	14.4%	3	3.3%
4	111	53	47.7%	36	32.4%	21	18.9%	1	0.9%
5	98	41	41.8%	34	34.7%	16	16.3%	7	7.1%
Total	402	188	46.8%	139	34.6%	64	15.9%	11	2.7%



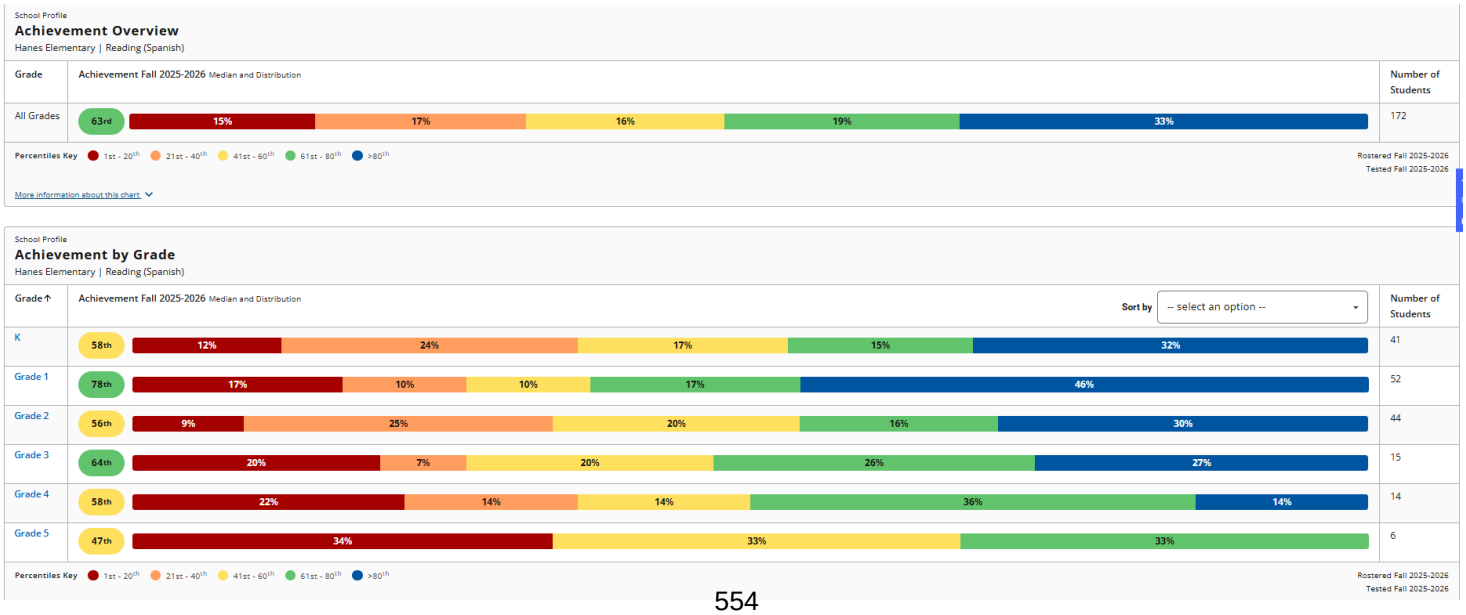
MAP Reading (3-5)

Based on the beginning-of-year MAP Reading results, **19%** of all students testing in English and **26%** of all students testing in Spanish in Grades 3-5 are projected to *Meet* or *Exceed* grade level expectations on the STAAR Reading test in Spring 2026 (see MAP Graph 4). For grades 3-5, the **largest** percentage of student scores falls within the **lowest** MAP quintile (the 1st-20th percentile range) for both English & Spanish as shown on MAP Graph 3. For Grades 3 & 4, the percentage of students in the lowest MAP quintile for reading is higher than the percentage in the lowest quintile for math. Our students' ability to comprehend grade-level texts has been negatively effected by their lack of foundational phonics skills and oral language development. MAP Graph 4 illustrates that 48% of 5th graders, 56% of 4th graders, and 56% of 3rd grade students are projected to not likely meet grade level expectations on the Reading STAAR test (English) in Spring 2026 without frequent targeted interventions being put in place. The projections for Spanish testers: 67% (5th), 36% (4th), and 27% (3rd) of students are not likely to meet grade level expectations on the Spanish Reading STAAR test. Special Education students will be closely monitored this year to ensure they meet their MAP growth projections at middle and end-of-year.

MAP Graph 3: Grades 3-5 Reading Achievement by Percentile (English)



Grades 3-5 Reading Achievement by Percentile (Spanish)

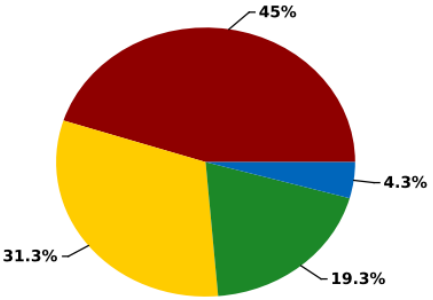


MAP Graph 4: Grades 3-5 STAAR Readingg Projections based on beginning-of-year data (English & Spanish)

Projected to: **STAAR** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

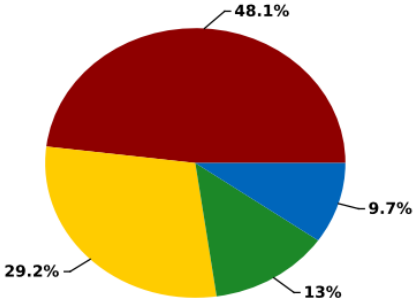
Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
3	90	45	50.0%	23	25.6%	17	18.9%	5	5.6%
4	112	42	37.5%	45	40.2%	18	16.1%	7	6.2%
5	97	48	49.5%	25	25.8%	23	23.7%	1	1.0%
Total	300	135	45.0%	94	31.3%	58	19.3%	13	4.3%



Projected to: **State of Texas Assessments of Academic Readiness (STAAR) Spanish** taken in **spring**.

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	51	34	66.7%	15	29.4%	0	0.0%	2	3.9%
4	45	22	48.9%	12	26.7%	7	15.6%	4	8.9%
5	58	18	31.0%	18	31.0%	13	22.4%	9	15.5%
Total	154	74	48.1%	45	29.2%	20	13.0%	15	9.7%



Strengths

Student learning strengths at Hanes include the following:

- In the area of Mathematics, Third grade has the largest percentage of students (compared to the other grade levels on campus) who scored at the 80th percentile or higher on their beginning-of-year MAP assessment: 15%
- Instructional strength areas in Math varies by grade level, although Spanish speakers all took BOY in English; s
    - Computations & Algebraic Relationships (Kindergarten & 1st Grade)
    - Numerical Representations & Relationships (2nd & 4th Grade)
    - Geometry & Measurement (3rd Grade)
    - Data Analysis & Monetary Transactions (5th Grade)
- In the area of Reading, 2nd grade has the largest percentage of students (compared to the other grade levels assessed) who scored at the 80th percentile or higher on their beginning-of-year MAP assessment: 21%. 46% of 1st grade students who took the Spanish Reading MAP assessment scored in the 80th percentile or higher.
- Instructional strength areas in Reading include:
    - Author's Purpose & Craft (3rd & 4th Grade for both English & Spanish)
    - Foundational Language Skills: Vocabulary (5th grade English)
- In the area of Reading, 35% of Hanes Kindergarteners are performing above benchmark according to the mClass DIBELS (English) assessment and 33% are performing above benchmark on the mClass Lectura (Spanish) assessment.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	MOY 5th Grade math data shows that 48.4% of students did not meet projected proficiency levels for STAAR.	We had a staffing change in October. Teachers struggled with engagement and rigor. DOL data did not reflect student mastery of TEKS.
2	EOY First Grade MAP data shows that only 38% of students met or exceeded their growth goal.	Teachers were not providing effective tier 1 instruction and utilizing MTSS processes to tier students who needed interventions.
3 ★	Out of 328 3-5th grade students who took the reading STAAR test in 2025, 60% reached the approaches proficiency level.	Teachers struggled with the implementation of constructed response strategies. Some teachers did not follow the DDI protocol.
4 ★	Out of 328 3-5th grade students who took the math STAAR test in 2024, 55% reached the approaches proficiency level.	Teachers struggled with the implementation of STAAR new item types. Students still lack basic math skills and fluency.
5	Of 279 students in grades 2-5, 33% scored at the beginning level for the speaking domain on the TELPAS assessment.	Students did not have consistent opportunities to develop oral language skills throughout the school year.
6	Our students receiving education services lag behind in achievement and growth.	These students have limited access to high quality Tier 1 instruction.

★ = Priority

School Processes & Programs

Summary

Hanes Elementary implements a whole child response to classroom management and focuses on developing positive relationships with students through the use of RISE and Positive Behavioral Intervention and Supports. Teachers dedicate time in the morning towards social emotional learning through these frameworks but also incorporate strategies and techniques throughout the day to help reduce classroom management issues.

Hanes Elementary counselors provide a comprehensive guidance program that supports our students' academic and social emotional well-being. They also provide students and staff with Mindful Mondays.

The campus big rocks are focused on using data to drive quality tier one instruction, utilizing high quality instructional materials, and providing effective small group instruction/intervention supports. Every Thursday, teachers attend Data Driven Instruction meetings. Every Tuesdays & Thursdays, teachers attend PLT meetings. Teachers collaborate within both these sessions to assess data, create intervention groups, reflect on what is working/not working for the weeks' lesson plans, and modify/adjust plans as needed. The master schedule includes daily, thirty minute Closing Learning Gaps (CLG) sessions for MTSS intervention. Lesson plans are internalized by teacher to focus on four necessary components as outlined by the district: TEKS essential standards, lesson objectives, demonstration of learning, and differentiation/accommodation/modification plans to address the individual needs of learners. Technology integration through the use of computer apps/programs are utilized during station work as a means to help meet student needs through differentiation and/or provide an extension to learning.

This school year, we are continuing our campus-wide attendance initiative that we began in the spring of 22-23. We are currently at a 96.8%

Families are communicated with through a variety of tools such as Class Dojo, the Hanes Parent Newsletter, the social media app "X" (formerly Twitter), campus/district text messaging, and most recently- Kinvolved. We also host parent-teacher conferences.

All of these programs, processes, and systems help support our mission of fostering a safe and stimulating environment as well as our vision of building a community that is focused on positive, student centered learning experiences that engage and equip our scholars to be resilient citizens.

Strengths

Hanes Elementary was recognized with the Rising Star Award at the end of the 22-23 school year for using Capturing Kids' Hearts. By continuing to utilize this framework, we help support students' social-emotional well-being.

We have a PBIS program called the T.R.U.E. Cowboy. This initiative encourages students to show their qualities of Trustworthiness, Respect, Unity, and Excellence every day. This program encourages restorative conversations and helps to motivate students to interact positively with one another.

We have begun our campus-wide attendance initiative

Our PLTs align with this school year's big rocks, and are focused on student growth through data driven instruction, quality tier one instruction, the use of high quality instructional materials, and quality small group intervention/supports.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The MTSS process is not being implemented consistently between all grade level teams.	Lack of consistency with district level expectations led to campus level lack of clarity. There are campus-wide misconceptions with protocols. Teachers do not have buy-in on the MTSS process.
2 ★	There were 21 referrals in 2025.	Teachers lacked clarity with identifying tier 2 and tier 3 behaviors and using the appropriate documentation process.

★ = Priority

Perceptions

Summary

Attendance

For the 23-24 school year, Hanes students had a total of 8,141 absences. The following trends are evident in our attendance data-

- Our PK, Kinder and 1st grade students had the highest rates of absences (90.7%, 91.0%, and 92.1% respectively). These absences directly affect achievement in the upper grades because students' foundational skills in reading and math are negatively impacted. These absences create long-term gaps that must be closed through learning acceleration.
- Our students receiving special education services have a lower percentage for attendance at 92.0%.
- Our economically disadvantaged students also have a lower percentage for attendance at 92.7%.
- Hispanic and African American students continue to have a higher percentage rate of absences when compared to other racial groups.
- With a mobility rate of about 19.42%, student attendance is affected as family move within and without our school district.

Culture/Climate Perceptions

Based on the results of the 2026 Climate Survey Campus Report, overall perception of the identified district core values and reflective and collaborative practices is positive. We have work to do in the following areas-

- Teacher perceptions of how well our campus creates an ambitious teaching and learning environment.
- Parent perceptions of how well we safeguard the well-being of our community.
- Staff perceptions of how well we model accountability for all.
- Staff, teacher and campus leader perceptions of how well we foster a culture of collaboration.

Stakeholder Engagement

Stakeholder Engagement centers on the Campus Improvement Committee meetings, held four times per year. Teachers, staff, parents, and community members are welcomed for these meetings, and campus concerns are addressed, along with soliciting community support for campus needs.

Parent/Community Participation

Parent/Community Participation is measured through the Parent Liaison. As part of the Liaison's work with the campus, she works alongside parents and community members to build positive relationships and provide support for parents. She holds events with the counselors as well as with All Pro Dads. Parent/Community participation is measured by the number of attendees. Additionally, parent volunteers are welcome on campus after completing necessary applications/background checks. Potential barriers to parent/ community participation include language, perception of education, lack of trust, and lack of access.

Strengths

Overall positive perceptions of identified Core Values and Reflective and Collaborative Practices.

Our school and community involvement through our parent liaison program is positive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.	There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Out of 328 3-5th grade students who took the math STAAR test in 2024, 55% reached the approaches proficiency level.	Teachers struggled with the implementation of STAAR new item types. Students still lack basic math skills and fluency.
2 ★	Out of 328 3-5th grade students who took the reading STAAR test in 2025, 60% reached the approaches proficiency level.	Teachers struggled with the implementation of constructed response strategies. Some teachers did not follow the DDI protocol.
3 ★	MOY 5th Grade math data shows that 48.4% of students did not meet projected proficiency levels for STAAR.	We had a staffing change in October. Teachers struggled with engagement and rigor. DOL data did not reflect student mastery of TEKS.
4 ★	There were 21 referrals in 2025.	Teachers lacked clarity with identifying tier 2 and tier 3 behaviors and using the appropriate documentation process.
5 ★	We had 183 behavior referrals in 23-24. African American students represent 17.4% of our demographics but represented 29.5% of the referrals. Students of two or more races represent 1.9% of our demographics but represented 4% of the referrals.	Our campus-wide systems and procedures for Social and Emotional Learning and interventions for tier 2 and tier 3 behaviors were inconsistent.
6 ★	From the 101 students with 10 absences or more, 26 of those absences came from first grade and 21 came from third grade. These were the highest compared to other grade levels.	Our campus struggled with maintaining consistent communication, expectations and follow-up with families about the importance of attendance and its impact on academics and social emotional development.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 (English) Circle indicators by at least 1% by May 2027. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills).

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Increase proficient scores on all indicators

Staff Responsible for Monitoring: PREK teachers and Admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 2

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 1% by May 2027.Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Increase proficient scores on all indicators

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 3

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 89% to 92% by May 2027.

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Data will show student growth in phonological awareness.

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 4

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 93% to 95% by May 2027.

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Data will show student growth in phonological awareness.

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 5 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or ABOVE on STAAR Reading from 33% to 44% by May 2026. Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program other) scoring at MEETS or ABOVE on STAAR Reading from 15% to 26% by May 2027. Increase the percentage of Asian students, one of the instructionally marginalized groups on campus, from 50% to 73% at MEETS or ABOVE. Increase the percentage of continuously enrolled students performance from 35% to 47% at MEETS or ABOVE.

Evaluation Data Source: STAAR data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide all teachers professional development on district curriculum instruction and planning.

Strategy's Expected Result/Impact: Effective targeted instruction taking place in small groups to increase reading levels.

Staff Responsible for Monitoring: admin/teachers/academic specialist

Funding Sources: HQIM 211 - Title I-A, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/teachers/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 6 ☑ High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 50.79% to 75% by May 2027.
Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 15% to 25% by May 2027.

Evaluation Data Source: MAP data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide all teachers professional development on district curriculum instruction and planning.

Strategy's Expected Result/Impact: Effective targeted instruction taking place in small groups to increase reading levels.

Staff Responsible for Monitoring: admin/teachers/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/teachers/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 7 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 31% to 44% by May 2027.
Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at MEETS or Above on STAAR math from 17% to 29% by May 2027. Increase the percentage of Asian students, one of the instructionally marginalized groups on campus, from 56% to 82% at MEETS or ABOVE. Increase the percentage of continuously enrolled students performance from 35% to 51% at MEETS or ABOVE.

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous year's STAAR results, scope and sequence for the upcoming six weeks, specific instructional strategies to support students, and student assessment results (common assessments, running records, MAP, and Benchmarks).

Strategy's Expected Result/Impact: Teachers understanding of specific student needs and using that data to target individual student groups.

Staff Responsible for Monitoring: admin/academic specialist/teachers/interventionists

Funding Sources: Manipulatives, HQIM 211 - Title I-A, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/academic specialist/teachers/interventionists

Funding Sources: 211 - Title I-A, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Hire a math interventionist to assist with student growth and closing learning gaps related to math.

Strategy's Expected Result/Impact: Students will show growth in math assessment data.

Staff Responsible for Monitoring: admin/academic specialist

Funding Sources: Interventionist Salary 211 - Title I-A, $80,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 ☑ High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 39% to 50% by May 2027.
*Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 12% to 20% by May 2027."

Evaluation Data Source: MAP Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 9 ☑ High Priority

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Math MAP 41st percentile or higher in English Growth from 55% to 70% by May 2027.

Evaluation Data Source: MAP Math

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 10 ☑ High Priority

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP 41st percentile or higher in English from 62% to 75% by May 2027.
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP 41st percentile or higher in Spanish from 68% to 77% by May 2027.

Evaluation Data Source: NWEA MOY & EOY

Strategy 1

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: Academic Specialist/admin/SPED teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

K-2 Math Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: Teachers/admin/Interventionist

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 11 ☑ High Priority

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 20% to 35% by May 2027.
Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 0% to 35% by May 2027

Evaluation Data Source: STAAR Data

Strategy 1

Science teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: Teacher, Academic Specialist, District Science Coordinator

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 11.1% to 2.6% by May 2027.
Decrease the number and percentage of Black students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 16.7% to 10%
May 2027.

Evaluation Data Source: ODS chronic-absenteeism report.

Strategy 1

Counselors target students who have highest % of absences with daily checkins

Strategy's Expected Result/Impact: Students are rewarded if they attend school.

Staff Responsible for Monitoring: Counselors

Funding Sources: Prizes for rewarding attendance 199 - General Funds, $200

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Positively promote classroom perfect attendance by announcing classrooms who have perfect attendance. Classrooms fill in perfect attendance posters to win prizes.

Strategy's Expected Result/Impact: Students attend school for the chance to win prizes and their class being named on announcements.

Staff Responsible for Monitoring: Administrators

Funding Sources: 211 - Title I-A, $1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy

Conference with families who are chronically absent. Explain attendance policy.

Strategy's Expected Result/Impact: Improve attendance of students who are chronically absent.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2

Decrease the number of in and out of school suspensions for all student disciplinary actions from 31 to 20 by May 2027.
Decrease the number of tier 2 discretionary behavior referrals for African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 18.2% to 5% by May 2027.

Evaluation Data Source: Counselor reports. Master Schedule - SEL embedded.

Strategy 1

Counselors provide weekly emails to staff "Mindful Mondays".

Strategy's Expected Result/Impact: Mindful Mondays provide lessons for staff and students

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Provide a positive school environment by continuously offering SEL opportunities to staff and restorative practices for students.

Strategy's Expected Result/Impact: Create a positive school environment to help retain highly qualified teachers and staff.

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

In 2026-2027, Hanes Elementary will increase volunteers from 8 to 16 by 2027.

Evaluation Data Source: Parent Liaison/Parent Hours clocked in Raptor

Strategy 1

Encourage participation in our parent-involvement organizations such as Pro-Dads and PTO as well as through parent liaison coordinated events. Use a variety of communication methods such as monthly parent newsletter, SeeSaw, Class Dojo and Kinvolvd.

Strategy's Expected Result/Impact: Increase the number of parent volunteers on our campus monthly.

Staff Responsible for Monitoring: Parent Liaison/PTO Committee/admin

Funding Sources: 211 - Title I-A, $200

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 2

Actively recruit volunteers by making phone calls to parent as well as inviting them when they visit campus.

Strategy's Expected Result/Impact: Increase the number of parent volunteers

Staff Responsible for Monitoring: Parent Liaison/admin

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 ☑ High Priority

In 2026-2027, Hanes Elementary will offer parents training and informational sessions every six weeks.

Evaluation Data Source: Parent Liaison/Parent Hours on sign in sheets for each session

Strategy 1

The parent liaison will provide parents with information on how volunteering can positively impact their child's success.

Strategy's Expected Result/Impact: Parent volunteers on campus during school hours will increase.

Staff Responsible for Monitoring: Parent Liaison

Funding Sources: 211 - Title I-A, $500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Parents will be able to attend lunch with student on designated dates. Parent Liaison will personally invite parents to spend time before or after lunch volunteering in parent center.

Strategy's Expected Result/Impact: Increase parent volunteer hours

Staff Responsible for Monitoring: Parent Liaison/admin

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 ☑ High Priority

In 2026-2027, Hanes Elementary will host a minimum of 2 Pro-Dad and PTO meetings per semester.

Evaluation Data Source: Meeting agrendas

Strategy 1

Pro-Dad and PTO will promote meetings through signs on campus, campus newsletter, Kinvolvd

and ClassDojo.

Strategy's Expected Result/Impact: Parents will attend Pro-Dad and PTO meetings.

Staff Responsible for Monitoring: Pro-Dad captain/PTO committee/admin

Funding Sources: 211 - Title I-A, $500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Hanes Elementary School

Total SCE Funds: $30,485.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE monies provides one paraprofessional - $29,500 and General Supplies - $985

Personnel for Hanes Elementary School

Name	Position	FTE
Anabel Suarez	SCE General Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The campus improvement committee was selected by teacher volunteers specifically including a K-2 teacher, 3-5 teacher and a Special Education Teacher. Parents also volunteered and a district personnel was assigned. We reached out to the community to try to recruit business or community members.

The committee met 4 times throughout the year September, November, February and April. The Campus Improvement Committee met on November 13, 2025 at 4:30 pm to discuss the campus needs assessment. We reviewed the most recent campus data and discussed areas of improvement or modifications.

This year's CIC meeting dates:

10/7/2026

12/3/2026

2/4/2027

4/8/20217

1.2 Location for Evidence of Multiple Meetings Held

Title 1 Meetings were held on 4 separate occasions. Two in the Fall, September 4, 2025 9 am and September 11, 2025 at 5 pm. Parents were able to ask questions and at the end complete a survey with an area for comments. In the Spring semester, two Parent/Family Engagement meetings were held on March 5, 2026 at 5:30 pm and April 17, 2026 at 8:30 am. The evidence is located in the Title 1 crate (Fall: Section B and Spring: Section D).

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The campus improvement committee was selected by teacher volunteers specifically including a K-2 teacher, 3-5 teacher and a Special Education Teacher. Parents also volunteered and a district personnel was assigned. We reached out to the community to try to recruit business or community members.

The committee met 4 times throughout the year September, November, February and April. The Campus Improvement Committee met on November 13, 2025 at 4:30 pm to discuss the campus needs assessment. We reviewed the most recent campus data and discussed areas of improvement or modifications.

CIC Committee and Team Leads meet in the Spring to review CIP and complete a comprehensive needs assessment.

Our State Rating is a D. We are ATSI for our sub populations for Asian and SPED as well as TSI for Continuously Enrolled

2.2 Stakeholders 1114(b)(2)

Parents have the opportunity to make comments, edits and recommendations at Title 1 Spring meetings. Stakeholders are also able to make changes to plan at Campus Improvement Committee meetings in the Spring and at Team Lead/ILT meetings.

Campus Improvement Committee members present for Campus Needs Assessment:

Committee Role	Name	Position
3-5 Teacher	Sandy Ramirez	4th grade position
SPED	Rubyanne Crites	SPED Teacher
Parent	Tessa Roten	parent
Parent	Oluwaseun "Rita" Ajibule	parent
K-2 Teacher	Blanca Alcala	1st grade
District Level	Lydia Croup	Professional Learning
Admin	Adriana Arrieta	Principal
Admin	Kaleen Hernandez	Asst. Principal
Admin	Carrie Daniels	Asst. Princpal

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Campus Improvement Plan is available on Hanes website and a hard copy is posted at public library and a copy at the front desk.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Plan includes parent engagement opportunities such as ProDad and volunteers.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Arely Robledo	Parent Liaison	Title 1	1
Jessica O'Neil James	K-5 Interventionist	Title 1	1
Karen Salas	K-5 Interventionist	Title 1	1

Irving Independent School District

John Haley Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:21 AM

Mission Statement

The fundamental purpose of John Haley Elementary is to ensure that all students learn at high levels to reach their full potential.

Vision

John Haley Elementary will be a leading example of how to transform students into productive thinkers and successful citizens.

Value Statement

John Haley Collective Commitments

1. Create a safe and positive learning environment that fosters a sense of community

2. Study and implement the curriculum with fidelity while fostering a productive learning environment

3. Collaborate with our colleagues, parents, and students to create a community of learners

4. Analyze assessment data to drive instruction and achieve high levels of students growth

5. Empower and motivate students to set and achieve individual goals

6. Strengthen our craft through professional development including coaching, learning walks, and feedback

7. Balance our personal and professional lives to maintain a positive school climate

Table of Contents

The fundamental purpose of John Haley Elementary is to ensure that all students learn at high le...

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : In Irving ISD, each student will reach their highest potential and be college and career re... 22

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of ... 35

Goal 3 : In Irving ISD, we will increase parent and community engagement in the city of Irving. 39

Title I Summary 41

Title I Personnel 42

Comprehensive Needs Assessment

Demographics

Summary

The population at John Haley Elementary is composed 746 of diverse students.

The ethnic groups represented are as follows:

Hispanic 85.7%

American Indian - Alaskan Native- 2.9%

Asian- 0.7%

Black - African American-3.5%

Native Hawaiian - Pacific Islander-0.14%

White-6.7%

Two-or-More-0.5%

SpEd-14.6%

Economically Disadvantaged- 92.9%

Emergent Bilingual- 73.9%

Female students- 48%

Male students- 52%

GT students- 110 students - 14.7%

504 students- 6 students- 0.8%

Homeless students- 8 students - 1.1%

Class size- 15.9 per teacher

Staffing Characteristics:

- 25.5% of our teachers have 1 to 5 years oof experience
- 29.8% of our teachers have 6 to10 years oof experience
- 23.4% of our teachers have 11 to 20 years oof experience
- 12.8% of our teachers have 21 to30 years oof experience

discipline/suspension data-

tardy data-

dropout rate-

historical attendance/chronic absenteeism- 9%

Overall, 88.3% of our students are at-risk.

Our mobility rate is 19.1% which its higher that the district and state. The majority of students come and go from within the district. Some students come from out of state or country. Students who move and need to live with other families or

whose parents do not have a place of their own are offered support through our Project Pass program in the district.

Strengths

- Special programs are aligned with the desires of our students and with the philosophy and beliefs of our teachers and administrators.
- John Haley attendance rate is 96.2%
- Small turnover in staff
- The race/ethnicity of staff is relative to the student body population

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
2 ★	Severe student behaviors interrupts our daily learning instruction.	Teachers need specific training on addressing specialized student behaviors and how to use restorative practices with students who repeatedly do not follow the rules.
3 ★	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity for our EB students.

★ = Priority

Student Learning

Summary

In the 24-25 school year John Haley had an **overall STAAR** scores of:

Approaches- 63%; Meets- 35%; Masters- 11%

Reading:

Approaches: 61%; Meets- 37%; Masters-11%

Math:

Approaches: 60%; Meets- 30%; Masters-10%

Science:

Approaches: 71%; Meets- 37% Masters-10%

Strengths

J Haley students tend to score higher in Reading than Math. We currently have a STEM class to help engage and cultivate students' learning in Science and Math.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
2 ★	Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.	Students are not receiving strong phonics instruction which impacts reading comprehension.
3 ★	Students are not setting, tracking, and working towards their individual goals .	Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.
4 ★	Special Education students continue to score significantly below other student groups in reading, math, and science.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
5 ★	The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

6 ★	PK Circle assessment results show slower progress with rapid vocabulary and Math.	Students are not receiving strong phonics instruction, which impacts reading comprehension.

★ = Priority

School Processes & Programs

Summary

- When needing to fill a staff position, teacher teams are consulted and help determine the strengths needed in the new hire. Teachers are a part of the interview team and contribute specific questions based on the needs of the team/campus. Interview teams consisted of the same people for all candidates for a specific position for equity. Campus instructional leaders consider the needs of the campus, the team, and the students when hiring. Candidates do a panel interview with teacher teams and sometimes a second interview is held with more specific data/lesson presentation/data tasks.
- Roles and responsibilities are clearly defined for instructional leaders. Team leaders meet monthly with instructional and support staff to collect information, address issues, and disseminate information back to their teams. Meeting dates are provided and scheduled on the John Haley shared calendar at the beginning of the school year for the entire year.
- In the creation of the CIP, campus leadership teams were part of the collaborative process of identifying and defining John Haley and the needs of the campus. Teacher teams were also a part of the goal setting process for student achievement. Each teacher then set classroom goals based on the overall campus goals the specific data for students in their classroom.
- For progress monitoring, teachers met weekly to determine essential standards being tested/monitored, create lessons, model lessons, and discuss data from the previous week to make instructional adjustments. Progress is tracked in a weekly data folder and shared with all stakeholders.
- After reviewing data on campus/district/state assessments, trends are identified with teacher teams. Based on the data from this year, our professional development will focus on short constructed responses and using the ELPS to target our second language learners.
- A master calendar is established to maximize instruction time. Tier 1 instruction is a protected time where no students can be pulled. An intervention/enrichment block is established for additional support staff to support teachers and students in the grade level to help close gaps. Weekly data meetings are established for stakeholders to review data and make adjustments to instruction.

Strengths

- Clear processes in place for recruiting/hiring highly qualified staff
- Roles and responsibilities are clearly defined for instructional leaders
- Stakeholders are a collaborative part of decision making process on campus
- Processes are in place to review/analyze and respond to data and student/campus instructional needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.	Teachers scaffolding instruction several grade levels during TIER 1.
2 ★	At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.

★ = Priority

Perceptions

Summary

The fundamental purpose of John Haley Elementary is to ensure that ALL students learn at high-levels to reach their full potential.

John Haley will grow to be a leading example of transforming and supporting students into productive thinkers and successful citizens. At this time, John Haley does not have a community partnership, but we were able to get some donations.

In addition, we provide family engagement activities such as Math, Literacy, and Science Nights, Multicultural night, TOP Dog, Coffee with the Principal, monthly lunch with students, and Parent Volunteering to work collaboratively with parents while fostering an environment of achievement and learning.

Strengths

As evidenced by data collected through surveys, needs assessments, as well as community input opportunities, John Haley has an overall positive perception among the community. Parent and community presence and involvement in school-related events have increased by 10% in the past two years.

In addition, we believe in greeting students at the door every day. We believe in fostering connections with our students and community. Our faculty believes in creating an inclusive environment where we foster engagement, hope, and academic success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.	We have not provided parents with a variety of outlets to provide feedback.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students are not setting, tracking, and working towards their individual goals .	Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.
2 ★	Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
3 ★	Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.	Teachers scaffolding instruction several grade levels during TIER 1.
4 ★	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
5 ★	Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.	Students are not receiving strong phonics instruction which impacts reading comprehension.
6 ★	Severe student behaviors interrupts our daily learning instruction.	Teachers need specific training on addressing specialized student behaviors and how to use restorative practices with students who repeatedly do not follow the rules.

7 ★	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity for our EB students.
8 ★	Special Education students continue to score significantly below other student groups in reading, math, and science.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.
9 ★	The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.	Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.
10 ★	Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.	We have not provided parents with a variety of outlets to provide feedback.
11 ★	PK Circle assessment results show slower progress with rapid vocabulary and Math.	Students are not receiving strong phonics instruction, which impacts reading comprehension.
12 ★	At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.	When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 (English and Spanish) Circle indicators from 76% to 86% by May 2027. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle data and six weeks formative assessments. Circle Test Indicators include: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing Skills.

Strategy 1 ☑ Additional Targeted Support Strategy

Teachers and support staff will use Circle, MAP and unit assessments data to ensure targeted reading lessons are being delivered to each student during small groups.

Strategy's Expected Result/Impact: This prescriptive instruction will ensure that students grow exponentially to meet their individual growth goals. RTI plans, MTSS goals/individual goals, tutoring

Staff Responsible for Monitoring: Teachers, Admin, Academic Specialist, Interventionist, Paraprofessionals

Funding Sources: Tutoring 211 - Title I-A, $11,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teacher will embed their CIRCLE progress monitoring checks during their English Language Arts period and track students' fluency development every six weeks.

Strategy's Expected Result/Impact: Students scores will increase as well as campus assessments and District Common Assessments

Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 88% to 90% by May 2027.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 84% to 90% by May 2027.

Evaluation Data Source: Circle Data and every six formative assessments.

Strategy 1

Teachers will embed the CIRCLE progress monitoring checks during the Language Arts period to ensure students' phonological awareness transfers into prereading skills.

Strategy's Expected Result/Impact: An increase of 5% in phonological awareness on the Circle assessment

Staff Responsible for Monitoring: Teachers

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading.

Strategy's Expected Result/Impact: Lessons will provide high levels of engagement and rigor leading to deeper
understandings of the phonological awareness.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 30% to 40% by May 2027.
Increase the percentage of Hispanic students from 29% to 40% by May 2027.

Evaluation Data Source: STAAR and District DCA data

Strategy 1

Teachers will work on internalization skills with district support or Sustain Ed consultants, and focus on the tier 1 learning and how to support students who are multiple years behind.

Strategy's Expected Result/Impact: Teachers will have additional insight to student development, tier 1 lessons, vocabulary development, how to track student growth, and pinpoint instructional gaps to target for learners to close gaps.

Staff Responsible for Monitoring: Academic Specialist

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

K-5 grade instructional staff will use MAP to develop individual grade level goals. Also, 3rd- 5th grade instructional staff will use STAAR data to develop individual grade level goals

Strategy's Expected Result/Impact: Student mastery of reading concepts will increase because of the student focus using essential TEKS. Students will have individual folders to monitor their data. Teachers will use the data trackers to monitor students growth .

Staff Responsible for Monitoring: Teachers, administration, instructional support

Funding Sources: Tutoring 211 - Title I-A, $2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Launch structured reading intervention for SPED, EB and all students using AMIRA.

Strategy's Expected Result/Impact: Growth in Meets/Masters for struggling readers.

Staff Responsible for Monitoring: Teachers, administration,

Funding Sources: Tutoring 211 - Title I-A, $2,000

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

100% of instructional staff will attend monthly professional learning on instructional strategies.

Strategy's Expected Result/Impact: With teachers applying evidence-based strategies, students will better understand and retain grade-level content, leading to higher achievement on classroom assessments, benchmarks, and STAAR.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Funding Sources: 199 - General Funds: SCE, $11,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 4 ☑ High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 57% to 62% by May 2027.
Increase the percentage of Hispanic students from 54% to 62% by May 2027.
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in English from 21% to 31% by May 2027.
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in Spanish from 61% to 71% by May 2027.
Increase the percentage of Hispanic students from 61% to 71% by May 2027.

Evaluation Data Source: MAP Data

Strategy 1

Teachers will use small group to work on learning gaps with students at least 3 times per week.

Strategy's Expected Result/Impact: Student MAP scores will increase as well as Math campus assessments, District Common Assessments and STAAR

Staff Responsible for Monitoring: Teachers, Specialists and Support, and Administration

Funding Sources: Tutoring 211 - Title I-A, $2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will follow the district's state-standard aligned K-5th grade curriculum for Tier I instruction.

Strategy's Expected Result/Impact: Students scores will increase on campus assessments, District Common Assessments, MAP and STAAR.

Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers

Funding Sources: Supplies for the classroom 199 - General Funds, $1,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1 and small group lessons.

Strategy's Expected Result/Impact: Teachers will be able to select high yield instructional strategies to incorporate in Tier 1 and small group instruction, including writing responses.

Staff Responsible for Monitoring: Academic Specialist, Admin

Funding Sources: Instructional Material 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 ☑ High Priority

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 33% to 43% by May 2027.
Increase the percentage of Hispanic students from 33% to 43% by May 2027.

Evaluation Data Source: DCA and Math STAAR

Strategy 1

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Funding Sources: Tutoring 211 - Title I-A, $1,000, IXL Program 199 - General Funds: SCE, $2,500

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

Funding Sources: All in Learning APP 199 - General Funds: SCE, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and
sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 29% to 37 % by May 2027.
Increase the percentage of Hispanic students scoring Meets from 29% to 38% by May 2027.

Evaluation Data Source: STAAR data

Strategy 1

Building numeracy skills through number talks and math fluency drills and daily routines.

Strategy's Expected Result/Impact: Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.

Staff Responsible for Monitoring: classroom teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Funding Sources: Tutoring 211 - Title I-A, $1,000, IXL Program 199 - General Funds: SCE, $2,500

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

Funding Sources: All in Learning APP 199 - General Funds: SCE, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and
sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 58% to 63% by May 2027.
Increase the percentage of Hispanic students from 58% to 63% by May 2027.

Evaluation Data Source: MAP data

Strategy 1

Building numeracy skills through number talks and math fluency drills and daily routines.

Strategy's Expected Result/Impact: Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.

Staff Responsible for Monitoring: classroom teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Funding Sources: Tutoring 211 - Title I-A, $1,000, IXL Program 199 - General Funds: SCE, $2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

Funding Sources: All in Learning APP 199 - General Funds: SCE, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and
sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8

Students will be appropriately placed in the correct class according to Eschool, specifically GT students.

Evaluation Data Source: REG reports 3115, 1101, and 3101 based on the cluster grouping model

Strategy 1

Students will be evaluated for the Gifted and Talented Program throughout the school year.

Strategy's Expected Result/Impact: Classes will be clustered to better meet the needs of learners.

Staff Responsible for Monitoring: Counselors, GT Lead teachers on Building committee, Admin

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by 1 level from 41% to 45% by May 2027.

Evaluation Data Source: TELPAS, Amira resources

Strategy 1

We will provide intentional, language-rich instruction across all content areas to accelerate English language development for Emergent Bilingual students. Teachers will use TELPAS proficiency levels and ongoing language-progress data to identify individual student language needs and intentionally plan opportunities for students to listen, speak, read, and write at the next level of language proficiency. Small-group instruction, academic discourse, vocabulary development, and scaffolded grade-level tasks will be used to support students in progressing at least one TELPAS proficiency level.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth in listening, speaking, reading, and writing, with a goal that students progress at least one TELPAS proficiency level by the end of the instructional year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Bilingual/ESL Classroom Teachers

Problem Statements: Demographics 1, 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
3	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity for our EB students.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 7%(51 students) to 3% by May 2027.
Decrease the percentage of absences of Non-LEP students from 10% to 5% by May 2027.

Evaluation Data Source: Attendance reports from Chronos

Strategy 1

Phone calls will be made by the teacher, administrator, or attendance clerk for students with 3 or more absences per six weeks. Students with chronic attendance issues will be issued warning letters with updates on their number of absences. Students will be required to have a doctor's note for more than 3 consecutive days of missing school.

Strategy's Expected Result/Impact: Improvement of attendance can lead to to improvement of classroom performance due to fewer missed educational experiences.

Staff Responsible for Monitoring: DP Clerk, Admin, Counselors, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Every six weeks will celebrate perfect Atten-DANCE.

Strategy's Expected Result/Impact: Students will encourage parents with getting them to school on time, so they can be apart of the club and earn prizes

Staff Responsible for Monitoring: DP Clerk, Counselors

Funding Sources: Material 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2

Decrease the percentage of school suspensions for Hispanic students referred for disciplinary action from 0.6 % to 0.3 % by May 2027.
Decrease the number of discretionary referrals for African-American/Black students from 0.7% to 0.3% by May 2027..

Evaluation Data Source: Eschool data and ondata suite

Strategy 1

Establish campus-wide common procedures in the classrooms, targeting classroom management.

Strategy's Expected Result/Impact: Better classroom management and having common procedures between partner teachers.

Funding Sources: 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Supporting campus through the RISE district PD. Including different topics of focus each six weeks to incorporate in PLT, faculty meetings, campus PD. Topics can include: restorative practices, peer supports, building a positive classroom environment, and grade level tribes to reinforce core values of campus.

Strategy's Expected Result/Impact: Giving teachers additional supports with classroom management and supporting students and behaviors.

Staff Responsible for Monitoring: Counselors, Admin

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Counselors will tailor grade level teach pieces to the needs of the grade and group. Counselors will provide guided lessons including but not limited to: addressing anti-bullying strategies and conflict resolution .

Strategy's Expected Result/Impact:
The percentage of referrals will decrease for the current African-American/Black students. Students will have more tools to help regulate behaviors.

Staff Responsible for Monitoring: Counselors, Admin., Teachers

Funding Sources: 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with MTSS - Tiered behavior checklist and interventions. Meet with teachers to gather information and help them implement behavior interventions and strategies.

Strategy's Expected Result/Impact: Decrease the number of office referrals and absences by 10%.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Campus will receive a status of Diamond in the Seal of Excellence.

Evaluation Data Source: Volunteer sign-ins; surveys; parent classes; family nights

Strategy 1

Increase the number of campus volunteers from last school year from 10 to 20 volunteers in the 25-26 school year. Recruit volunteers to support John Haley in various ways including PTO, lunch duty and All Pro Dad.

Strategy's Expected Result/Impact: Community Resources to help connect with families possibly in need and building positive connections with home to school connections.

Staff Responsible for Monitoring: Parent Liaison

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Counselors and Parent Liaison will host at least 2 Parents Cafe meetings and additional monthly meetings to support families throughout the school year.

Strategy's Expected Result/Impact: Families will gain insight with how to support students with current topics possibly including, but not limited to: cyberbullying, managing technology, safety response protocol (safety drills), Gifted and Talented Program, 504 program, improving attendance, testing anxiety.

Staff Responsible for Monitoring: Parent Liaison, Counselors

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ezella Guyton-Causey	Interventionist		
Sandy Maldonado	Interventionist		

Irving Independent School District

Johnston Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

633

Generated by Plan4Learning.com
October 09, 2026 at 09:22 AM

Mission Statement

At A.S. Johnston, we empower and encourage success by ensuring learning for all students.

Vision

Johnston Elementary will be the premier school for empowering unique and diverse learners for a bright future.

Value Statement

At Johnston Elementary we value increasing academic achievement through Tier I instruction, provided small group instruction to support students' individual needs, provide student goal setting with all students in the areas of reading and math, and promote parent education and engagement.

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 8

Student Learning 12

School Processes & Programs 21

Perceptions 25

Priority Problem Statements 28

Data Documentation for CNA 32

Improvement Planning Data 33

Accountability Data 33

Student Data: Assessments 33

Student Data: Student Groups 34

Student Data: Behavior and Other Indicators 34

Employee Data 35

Parent/Community Data 35

Support Systems and Other Data 35

Goals 36

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 37

Goal 2 : In Irving ISD, we will provide state of the art facilities that rethink the prese... 59

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 63

State Compensatory Education 66

Budget for Johnston Elementary School 67

Personnel for Johnston Elementary School 67

Title I Summary 68

Title I 69

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 69

1.1 Description of CNA Process 69

1.2 Location for Evidence of Multiple Meetings Held 69

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 78

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 78

2.2 Stakeholders 1114(b)(2) 78

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 79

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 79

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 80

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 80

Title I Personnel 93

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)
- Student Data: Assessments
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Student Data: Behavior and Other Indicators
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- 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
- Equity data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Other additional data

Demographics

Summary

A.S. Johnston Elementary School is located in an established neighborhood located in the northern area of Irving. Pre-Kinder through 5th grade enrollment at Johnston is currently at 592 students. Enrollment varies quickly, with close to a 15% mobility rate among our population. Our campus is around 80% Hispanic, 10% African American, 4% White , 3% Asian, and 1% American Indian. 62% of our students are emergent bilingual students- considered a large percentage among comparison groups . 13% of our students are GT, 8% of our students are have a 504 plan. 19% of our students are identified as Special Education. In 2025-2026 based on STAAR results, our campus is ATSI for Hispanic and economically disadvantaged, and TSI for Special Education.

An estimated 91% of our students are economically disadvantaged and 87% are considered At-Risk. 2% of our population is considered homeless.

Johnston had a total of 5 out of school suspensions last year. 80% of them were Hispanic and 20% was African American/Black.

In 2025-2026, our chronic absenteeism was at 6.5% or 47 students, which was a decrease compared to 2024-2025 school year, at 10%.

Due to shortfall in enrollment, our campus was affected by leveling. We currently have 2 Bilingual PK classes and 1 Monolingual class. In grades K-5, we have 5 classes for each grade level. We have two units of monolingual on grade levels K-4th, with 3 classes of bilingual classes for these grade levels. 5th grade has 3 monolingual classes and 2 bilingual classes. We have have 46 teachers on campus and 11 are identified as Temporary Campus Support or Interims.

Our key stakeholders consists of our instructional leadership team, team leads, PTO (parent-teacher organization), and parent volunteers. We have an early transitional bilingual model and gifted/talented pullout program. We have a full time Librarian who is part of the Specials rotation, and she focuses on STEM. We have two LIFE skills classes on our campus with 15% of our student population classified as students who receive special education services.

Our Title 1 funds are used to staff our parent liaison position and an instructional aide. Our attendance clerk manages a system in where we celebrate grade levels who have over 95% attendance each day.

Strengths

Despite challenges with mobility and enrollment decline, Johnston Elementary demonstrates several notable demographic strengths that provide a foundation for growth.

- **Early Literacy & Numeracy Foundations:** Pre-K students in both English and Spanish Circle assessments show strong readiness. In English, **87% of students were on track in early literacy** and **81% in math overall,** due to math being taught in English. Spanish Circle results were similarly strong, with **87% on track in literacy**. These results suggest that incoming cohorts are entering elementary grades with strong foundational skills.
- **Attendance Stability Within Grade Levels:** Monthly attendance rates across grades remained consistently above 94%, with 4th-5th grades consistently maintaining **95–97% average attendance**. This indicates strong engagement and family support once students are fully enrolled.
- **Cultural and Linguistic Assets:** Johnston serves a high proportion of **emergent bilingual learners (70%)**, who bring valuable language and cultural assets to the campus. TELPAS results show growth over time, with many students moving into **advanced and advanced high proficiency levels**. This reflects resilience and progress among EB students despite academic challenges.
- **Staffing Commitment:** Nearly half of Johnston's teachers are in their first four years, providing a **young, energetic**

teaching staff who are responsive to coaching and district-aligned practices. This presents an opportunity to shape consistent, campus-wide instructional practices early in teachers' careers.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
2 ★	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
4	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Hispanic and Economically Disadvantage, students have missed the target for three consecutive years, and identified for additional targeted support and improvement.	Instructional scaffolds (chunking, think-pair-share, stop and jot) and small group instruction are not consistently embedded to support the Hispanic and economically disadvantaged students in accessing grade-level content, resulting in ongoing performance gaps.
5 ★	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

6

For math overall on Circle, 79% of students are on track. 41% of students need support in operations, indicating a significant foundational gap in number sense (rote counting) and early problem-solving skills related to addition and subtraction concepts.

Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such drawing and writing problems, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

★ = Priority

Student Learning

Summary

Johnston Elementary demonstrates to show growth, but not to the growth that was demonstrated in 2025. The populations of Hispanic, Special Education, and Economically Disadvantaged are not meeting Student Achievement. Grade 4 reading showed gains in students meeting and mastering grade level. Grade 4 Reading Meets: 2025 at meets grade level-19% compared to 2026-31%. A gain of 12% in meets, in 2026. Grade 4 Reading Masters: 2025 at masters grade level- 7% compared to 2026-15%. A gain of 8% in masters, in 2026. Grade 3 Reading Masters: 2025 at masters grade level-6% compared to 2026-7%. A gain of 1% in masters, in 2026. Overall, Johnston declined in each STAAR domain by 1 or more points. Johnston is a Targeted Support and Improvement (TSI) for Special Education . We are Additional Targeted Support and Improvement in(ATSI) for Hispanic and Economically Disadvantaged with a scale score of 30.

State Assessments (STAAR) – Student Achievement

Student Achievement showed a decline compared to 2025 data.

Student Achievement 2025: 56 (F)

Student Achievement 2026: 54 (F) decline of 2 points

- **Grade 3 Reading Meets: 2025 at meets grade level- 24% and for 2026- 24%. No gains from 2025-2026.**
- **Grade 3 Reading Masters: 2025 at masters grade level-6% compared to 2026-7%. A gain of 1% in masters, in 2026.**
- **Grade 3 Math Meets: 2025 at meets grade level-25% compared to 2026-18%. A loss of 7%.**
- **Grade 3 Math Masters: 2025 at masters grade level-7% compared to 2026-9%. A gain of 2% in masters, in 2026.**
- **Grade 4 Reading Meets: 2025 at meets grade level-19% compared to 2026-31%. A gain of 12% in meets, in 2026.**
- **Grade 4 Reading Masters: 2025 at masters grade level- 7% compared to 2026-15%. A gain of 8% in masters, in 2026.**
- **Grade 4 Math Meets: 2025 at meets grade level- 41% compared to 2026- 27%. A loss of 14% in meets, in 2026.**
- **Grade 4 Math Masters: 2025 at masters level- 21% compared to 2026-14%. A loss of 7% in masters, in 2026.**
- **Grade 5 Reading Meets: 2025 at meets grade level- 41% compared to 2026- 27%. A loss of 14% in meets, in 2026.**
- **Grade 5 Reading Masters: 2025 at masters grade level- 21% compared to 2026- 14%. A loss of 7% in masters, in 2026.**
- **Grade 5 Math Meets: 2025 at meets grade level- 32% compared to 2026-22%. A loss of 10% in meets, in 2026.**
- **Grade 5 Masters: 2025 at masters grade level- 14% compared to 2026-2%. A loss of 12% in masters, in 2026.**
- **Grade 5 Science Meets: 2025 at meets grade level-26% compared to 2026-25%. A loss of 1% in meets, in 2026.**
- **Grade 5 Science Masters: 2025 at masters grade level- 9% compared to 2026-9%. No gains, remained the same.**

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**64**	**D**	
Student Achievement		**54**	**F**	**0%**
STAAR Performance	28	54		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**70%**
Academic Growth	59	65	D	✓
Relative Performance (Eco Dis: 91.0%)		56	F	
Closing the Gaps	**12**	**60**	**D**	**30%**

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	288	288	92	-	668	
Approaches GL or Above	146	137	42	644	325	49%

Meets GL or Above	79	65	23	-	167	25%
Masters GL	35	21	7	-	63	9%
Total Percentage Points						83%
Component Score						**28**

Academic Growth (Domain II – School Progress)

2A: Academic Growth showed a decline compared to 2025 data.

Academic Growth in 2025 68 (D)

Academic Growth in 2026 65 (D) decline of 3 points

School Progress: Academic Growth RLA and Math			
	Count	**Points**	**Calculated**
Annual Growth Points Earned	207.0	1	207.00
Accelerated Learning Points Earned	45	0.25	11.25
Sum of Annual Growth plus Accelerated Learning Points			218.25
Total Tests Evaluated			370
Academic Growth Score			**59**

Annual Growth RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	128	0	0
Tests Earning 0.5 Points	70	0.5	35.0
Tests Earning 1 Point	172	1	172
Annual Growth Points Earned			207.0
Total Tests Evaluated			370
Annual Growth Score			**56**

Accelerated Learning RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	151	0	0
Tests Earning 1 Point	45	1	45
Accelerated Learning Points Earned			45
Total Tests Evaluated			196
Accelerated Learning Score			**23**

2B Relative Performance

Relative performance showed a decline compared to 2025 data.

Relative performance in 2025 57 (F)

Relative performance in 2026 56 (F) 1 point decrease compared to 2025.

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	91.0%	28	56
College, Career, and Military Readiness			
Relative Performance			**56**

Closing the Gaps (Domain III)

In 2025, Johnston earned a score of 27/76 in Closing the Gaps and for 2026, 12 out of 76. A loss of 15 points.

In 2025, Johnston earned 0 points for ELP status and in 2026, earned 2 points. A gain of 2 points.

ASJ is identified for Academically unacceptable for 2 consecutive years.

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	5	32	15.6	30.0%	4.7
Growth Status	0	24	0.0	50.0%	0.0
ELP Status	2	4	50.0	10.0%	5.0
Student Success Status	3	16	18.8	10.0%	1.9
Closing the Gaps Score					**12**

Grades 3-5 MAP Projections for STAAR 2027: Fall Testing Session

Grade 3:

MAP Projections 2027 Term: Fall Campus: 057912108 Grade Level: 3 Test Name: All

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	Special Ed (Current)	Special Ed (Former)	Continuous Enrollment
All														
Percent of Tests														
% at Approaches GL Standard or Above	50%	57%	50%	50%	%	100%	%	%	49%	51%	43%	21%	%	52%
% at Meets GL Standard or Above	25%	36%	23%	50%	%	100%	%	%	23%	24%	21%	7%	%	27%
% at Masters GL Standard	8%	0%	7%	12%	0%	75%	0%	0%	7%	8%	4%	2%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	92	8	72	4	-	4	-	-	88	66	43	9	-	83
# at Meets GL Standard or Above	46	5	33	4	-	4	-	-	42	31	21	3	-	43
# at Masters GL Standard	14	0	10	1	0	3	0	0	13	10	4	1	-	14
Total Tests	183	14	145	8	0	4	0	0	179	131	98	42	-	160
Language Arts														
Percent of Tests														
% at Approaches GL Standard or Above	48%	72%	46%	50%	%	100%	%	%	47%	45%	43%	24%	%	50%
% at Meets GL Standard or Above	22%	29%	20%	50%	%	100%	%	%	20%	20%	16%	5%	%	24%
% at Masters GL Standard	8%	0%	6%	25%	0%	100%	0%	0%	8%	8%	4%	5%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	44	5	33	2	-	2	-	-	42	29	21	5	-	40
# at Meets GL Standard or Above	20	2	14	2	-	2	-	-	18	13	8	1	-	19
# at Masters GL Standard	7	0	4	1	0	2	0	0	7	5	2	1	-	7
Total Tests	91	7	72	4	0	2	0	0	89	65	49	21	-	80
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	53%	43%	53%	50%	%	100%	%	%	51%	57%	44%	20%	%	54%
% at Meets GL Standard or Above	29%	43%	26%	50%	%	100%	%	%	27%	28%	26%	10%	%	30%
% at Masters GL Standard	8%	0%	8%	0%	0%	50%	0%	0%	7%	8%	4%	0%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	48	3	39	2	-	2	-	-	46	37	22	4	-	43
# at Meets GL Standard or Above	26	3	19	2	-	2	-	-	24	18	13	2	-	24
# at Masters GL Standard	7	0	6	0	0	1	0	0	6	5	2	0	-	7
Total Tests	92	7	73	4	0	2	0	0	90	66	49	21	-	80

Grade 4:

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	Special Ed (Current)	Special Ed (Former)	Continuous Enrollment
All														
Percent of Tests														
% at Approaches GL Standard or Above	60%	80%	60%	60%	50%	100%	%	50%	58%	58%	69%	46%	%	63%
% at Meets GL Standard or Above	30%	65%	26%	20%	%	100%	%	50%	27%	26%	37%	14%	%	32%
% at Masters GL Standard	9%	20%	6%	20%	0%	75%	0%	0%	6%	8%	11%	5%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	115	16	83	6	1	4	-	1	109	76	61	10	-	85
# at Meets GL Standard or Above	57	13	36	2	-	4	-	1	51	35	33	3	-	43
# at Masters GL Standard	17	4	8	2	0	3	0	0	12	11	10	1	-	12
Total Tests	194	20	140	10	2	4	0	2	186	130	88	22	-	136
Language Arts														
Percent of Tests														
% at Approaches GL Standard or Above	58%	80%	57%	60%	%	100%	%	100%	57%	54%	68%	45%	%	60%
% at Meets GL Standard or Above	28%	70%	23%	20%	%	100%	%	100%	26%	23%	34%	9%	%	28%
% at Masters GL Standard	9%	30%	6%	20%	0%	50%	0%	0%	8%	9%	14%	0%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	56	8	40	3	-	2	-	1	53	35	30	5	-	41
# at Meets GL Standard or Above	27	7	16	1	-	2	-	1	24	15	15	1	-	19
# at Masters GL Standard	9	3	4	1	0	1	0	0	7	6	6	0	-	6
Total Tests	97	10	70	5	1	2	0	1	93	65	44	11	-	68
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	61%	80%	62%	60%	100%	100%	%	%	60%	63%	71%	45%	%	64%
% at Meets GL Standard or Above	31%	60%	29%	20%	%	100%	%	%	29%	31%	41%	18%	%	35%
% at Masters GL Standard	8%	10%	6%	20%	0%	100%	0%	0%	5%	8%	9%	9%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	59	8	43	3	1	2	-	-	56	41	31	5	-	44
# at Meets GL Standard or Above	30	6	20	1	-	2	-	-	27	20	18	2	-	24
# at Masters GL Standard	8	1	4	1	0	2	0	0	5	5	4	1	-	6
Total Tests	97	10	70	5	1	2	0	1	93	65	44	11	-	68

Grade 5:

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	Special Ed (Current)	Special Ed (Former)	Continuous Enrollment
All														
Percent of Tests														

% at Approaches GL Standard or Above	66%	57%	67%	55%	100%	99%	%	101%	68%	59%	67%	50%	%	71%
% at Meets GL Standard or Above	35%	24%	37%	33%	67%	77%	%	84%	36%	32%	39%	15%	%	35%
% at Masters GL Standard	9%	0%	11%	0%	17%	33%	0%	17%	10%	9%	9%	3%	%	8%
Number of Tests														
# at Approaches GL Standard or Above	194	12	133	5	6	9	-	6	189	77	89	38	-	159
# at Meets GL Standard or Above	103	5	74	3	4	7	-	5	100	42	52	11	-	79
# at Masters GL Standard	27	0	22	0	1	3	0	1	27	12	12	2	-	18
Total Tests	290	21	197	9	6	9	0	6	278	131	132	78	-	222
Language Arts														
Percent of Tests														
% at Approaches GL Standard or Above	68%	57%	72%	66%	100%	99%	%	100%	69%	61%	73%	47%	%	73%
% at Meets GL Standard or Above	39%	14%	47%	33%	50%	66%	%	100%	39%	33%	46%	12%	%	39%
% at Masters GL Standard	12%	0%	15%	0%	0%	33%	0%	50%	13%	12%	16%	0%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	66	4	47	2	2	3	-	2	64	26	32	12	-	54
# at Meets GL Standard or Above	38	1	31	1	1	2	-	2	36	14	20	3	-	29
# at Masters GL Standard	12	0	10	0	0	1	0	1	12	5	7	0	-	7
Total Tests	96	7	65	3	2	3	0	2	92	43	44	26	-	74
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	65%	58%	66%	33%	100%	100%	%	100%	67%	56%	66%	46%	%	69%
% at Meets GL Standard or Above	37%	29%	34%	33%	100%	100%	%	100%	39%	36%	43%	23%	%	37%
% at Masters GL Standard	9%	0%	11%	0%	50%	33%	0%	0%	10%	11%	9%	4%	%	9%
Number of Tests														
# at Approaches GL Standard or Above	63	4	43	1	2	3	-	2	62	25	29	12	-	52
# at Meets GL Standard or Above	36	2	22	1	2	3	-	2	36	16	19	6	-	28
# at Masters GL Standard	9	0	7	0	1	1	0	0	9	5	4	1	-	7
Total Tests	97	7	66	3	2	3	0	2	93	44	44	26	-	74
Science														
Percent of Tests														
% at Approaches GL Standard or Above	67%	58%	65%	66%	100%	99%	%	100%	68%	60%	63%	54%	%	71%
% at Meets GL Standard or Above	30%	29%	32%	33%	50%	66%	%	50%	30%	28%	29%	8%	%	29%
% at Masters GL Standard	6%	0%	8%	0%	0%	33%	0%	0%	6%	5%	2%	4%	%	5%
Number of Tests														
# at Approaches GL Standard or Above	65	4	43	2	2	3	-	2	63	26	28	14	-	53
# at Meets GL Standard or Above	29	2	21	1	1	2	-	1	28	12	13	2	-	22
# at Masters GL Standard	6	0	5	0	0	1	0	0	6	2	1	1	-	4
Total Tests	97	7	66	3	2	3	0	2	93	44	44	26	-	74

Early Childhood (Circle Data)

- **Literacy/Language:**
    - 89–of monolingual students “On Track” in letter naming, vocabulary, and early writing.
    - 87% of Emergent Bilinguals On Track in letter naming, vocabulary, and early writing.
- **Math:**
- 79% of monolingual and EB's on track in math. 2025 was the first year for PK to take math in English, so there was a slight decline compared to the year before.
- **Phonological Awareness:**
    - 84% of monolingual students on track.
    - 89% of EB students on track.

Advanced Coursework / CCMR Readiness (Elementary Proxies)

- Johnston does not offer AP/IB or dual enrollment. Instead, readiness is measured through:
    - **Grade 5 Reading Meets: 2025 at meets grade level- 41% compared to 2026- 27%. A loss of 14% in meets, in 2026.**
    - **Grade 5 Reading Masters: 2025 at masters grade level- 21% compared to 2026- 14%. A loss of 7% in masters, in 2026.**
    - **Grade 5 Math Meets: 2025 at meets grade level- 32% compared to 2026-22%. A loss of 10% in meets, in 2026.**
    - **Grade 5 Masters: 2025 at masters grade level- 14% compared to 2026-2%. A loss of 12% in masters, in 2026.**
    - **Grade 5 Science Meets: 2025 at meets grade level-26% compared to 2025-25%. A loss of 1% in meets, in 2026.**
    - **Grade 5 Science Masters: 2025 at masters grade level- 9% compared to 2026-9%. No gains, remained the same.**

Grades, Retention, and Dropouts

- Report card data was not included, but CNA patterns suggest **higher classroom grades compared to STAAR/MAP results**, indicating misalignment between grading and assessment rigor.
- **Retention rates and dropouts are negligible** at the elementary level; not a major factor in 2025.

Special Education Performance

- Special Education students remain **well below state and district averages**, contributing to the campus’ **ATS designation**. In 2026, grades 3rd-5th resulted in 33% of Special education students meeting the passing rate. In reading, 31% of Special

Education students meeting the passing rate. In grade 5, 25% of Special Education students met the passing rate. Special Education students, in grades 4th/5th grades, not meeting approaches or above on STAAR receive small group instruction at least 3 times weekly, to address the gaps in learning and to address accelerated learning with HB1416.

- Persistent gaps in **STAAR achievement and TELPAS progress** signal a need for stronger scaffolding and differentiation.

English Language Proficiency

- **TELPAS:**

2 out of 4 points were earned in ELP status for closing the gaps.

Strengths

Johnston Elementary Grade 4 reading showed gains in students meeting and mastering grade level. Grade 4 Reading Meets: 2025 at meets grade level-19% compared to 2026-31%. A gain of 12% in meets, in 2026. Grade 4 Reading Masters: 2025 at masters grade level- 7% compared to 2026-15%. A gain of 8% in masters, in 2026. Grade 3 Reading Masters: 2025 at masters grade level-6% compared to 2026-7%. A gain of 1% in masters, in 2026.

State Assessments (STAAR)

- **Grade 3 Reading Meets: 2025 at meets grade level- 24% and for 2026- 24%. No gains from 2025-2026.**
- **Grade 3 Reading Masters: 2025 at masters grade level-6% compared to 2026-7%. A gain of 1% in masters, in 2026.**
- **Grade 3 Math Meets: 2025 at meets grade level-25% compared to 2026-18%. A loss of 7%.**
- **Grade 3 Math Masters: 2025 at masters grade level-7% compared to 2026-9%. A gain of 2% in masters, in 2026.**
- **Grade 4 Reading Meets: 2025 at meets grade level-19% compared to 2026-31%. A gain of 12% in meets, in 2026.**
- **Grade 4 Reading Masters: 2025 at masters grade level- 7% compared to 2026-15%. A gain of 8% in masters, in 2026.**
- **Grade 4 Math Meets: 2025 at meets grade level- 41% compared to 2026- 27%. A loss of 14% in meets, in 2026.**
- **Grade 4 Math Masters: 2025 at masters level- 21% compared to 2026-14%. A loss of 7% in masters, in 2026.**
- **Grade 5 Reading Meets: 2025 at meets grade level- 41% compared to 2026- 27%. A loss of 14% in meets, in 2026.**
- **Grade 5 Reading Masters: 2025 at masters grade level- 21% compared to 2026- 14%. A loss of 7% in masters, in 2026.**
- **Grade 5 Math Meets: 2025 at meets grade level- 32% compared to 2026-22%. A loss of 10% in meets, in 2026.**
- **Grade 5 Masters: 2025 at masters grade level- 14% compared to 2026-2%. A loss of 12% in masters, in 2026.**
- **Grade 5 Science Meets: 2025 at meets grade level-26% compared to 2025-25%. A loss of 1% in meets, in 2026.**
- **Grade 5 Science Masters: 2025 at masters grade level- 9% compared to 2026-9%. No gains, remained the same.**

English Learner Development (TELPAS)

- 2026 ELP accountability 2 points out of 4 were earned, In 2025, 0 out of 4 points were earned. Grade 1 had the most **TELPAS growth data shows many students advancing proficiency levels**, reflecting progress through Beginning → Intermediate → Advanced.

- EB students in Spanish STAAR RLA demonstrated **clear gains**, showing that bilingual instruction is supporting literacy development.

Student Engagement & Attendance

- Once enrolled, students demonstrate **high monthly attendance rates (95–97%) across grade levels**.
- This indicates strong family engagement and persistence despite high campus mobility.

Instructional Momentum in Upper Grades

- The most consistent progress was seen in **4th Reading STAAR**, suggesting that targeted coaching and instructional initiatives are beginning to take hold with teachers and students in the 4th grade.
- This provides a foundation to **scale effective practices** into earlier grades.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
2 ★	Based on 2026 Science STAAR, only 9% of 5th graders met the masters level for both 2025 and 2026 school year. No gains at the master level was made, in one full school year.	Instruction often emphasizes getting students to Approaches but lacks rigorous questioning, structured academic talk (speaking in full sentences using academic language and/or think-pair-share), to deepen knowledge practice that drives Meets/ Masters performance.
3	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Hispanic and Economically Disadvantage, students have missed the target for three consecutive years, and identified for additional targeted support and improvement.	Instructional scaffolds (chunking, think-pair-share, stop and jot) and small group instruction are not consistently embedded to support the Hispanic and economically disadvantaged students in accessing grade-level content, resulting in ongoing performance gaps.
4 ★	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.
5 ★	Based on 2026 STAAR, in grades 3rd- 5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.

6 ★	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
7 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
8 ★	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
9 ★	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.
10 ★	For math overall on Circle, 79% of students are on track. 41% of students need support in operations, indicating a significant foundational gap in number sense (rote counting) and early problem-solving skills related to addition and subtraction concepts.	Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such drawing and writing problems, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

11 ★	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

★ = Priority

School Processes & Programs

Summary

Johnston is using the district recommended coaching model where instructional leaders coach 1-3 teachers that are new to campus, the district or a subject. We also provide in the moment/real time feedback during walkthroughs, so coaching can happen in the moment and improve instruction. We continue to provide time weekly for teams to meet and develop teaching practices with leadership support. Staff are also provided an additional half day for planning, each six weeks. The master schedule has been adjusted to ensure specific time for each grade level to support for small group instruction (T3 closing gaps), T2 intervention for misconceptions that occur during T1 instruction, and pullout services. We are work hard to stay true to the Bluebonnet curriculum and send our staff to professional development as needed. We are also working to provide professional development in the areas of active monitoring, student goal setting, and small group instruction (T3) . To promote student positive behavior, in our common areas, staff give out Dojo points that follow ROAR expectations. Each six weeks, students will earn a trip to the Jaguar store to shop. Students can also use their points to buy lunch with staff or books from the vending machine.

Johnston school safety is top priority. We have a Crisis plan that is submitted to the district, and we follow the plan. Each month we practice evacuate drills for a fire, and provide feedback to the teachers and staff on how students did. Each teacher has an SRP poster in their classroom, so they know what to do in an event of drill or real situation. Teachers, counselors, and Administrators speak to students about school safety and allow for students to ask questions. Counselors provide guidance lessons in all the classrooms that focus on bullying, and how to report to a teacher or staff member if bullying is seen. Administrators also role play with students around bullying and how to handle conflict in a positive way. Our campus participates in Career day and Junior Achievement day to encourage career and college readiness. Our 5th graders attend a basketball game at North Lake to encourage electives in college.

In working alongside the district, we will continue to improve observations, calibrations, and feedback consistently to staff. We are also working alongside Sustain Ed to coach the administrators and support staff. Tier 3 teachers are seen each week with provided in the moment coaching. Face to face feedback is given within 48 hours and followed up with an email. Each week, administrators and support staff work closely with coaches in the areas of reading and math. The goal is to improve academic success for all students. We use a tracker provided by the district to track lesson planning internalization and provide feedback, and we track our coaching walks, along with documented high leverage action step.

Strengths

Some strengths in these areas include:

Curriculum, Instruction, and Assessment:

1. Identification and unpacking of focus TEKS to ensure equitable understanding across grade levels
2. Strong dedication among staff to fidelity of curriculum
3. Team planning in place and consistent; 6 weeks planning also in place
4. Weekly feedback on lesson internalization to teachers

School Organization:

1. Teachers are committed to using best instructional practices
2. GT pullout program
3. Librarian is in the Specials rotation and she focuses on STEM with all students
4. Teachers are beginning to understand timely decision making and adjustments
5. Master schedule allows for specific grade level time allotment for small group instruction
6. Administration protects instructional time and time after school
7. Morale committees in place and active
8. Active PTO in place

Programs:

Resource/Inclusion Special education teachers are certified

District provides abundance of support to all programs

Technology strengths:

Devices 1:1 for all students

Campus Tech and Instructional Technology coach support teachers in a timely and effective manner.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Staff attend district-provided PD and campus sessions (e.g., small group instruction, student goal setting, active monitoring), but student performance data shows limited impact, particularly for Emergent Bilingual and Special Education students, who continue to underperform in Domain III (score = 10).	Professional learning is offered consistently, but there is insufficient follow-up coaching, modeling, or accountability structures to ensure strategies are applied with fidelity in classrooms.
2 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
3 ★	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.
4 ★	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.
5 ★	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.

★ = Priority

Perceptions

Summary

At Johnston Elementary, we provide a warm welcoming environment for our students and parents. We provide multiple ways to communicate with our families through phone calls, emails, Class Dojo, Kinvolved, Campus & Teacher newsletters, and through our ASJ Facebook social media page. We work closely with our PTO to ensure we include them in our planning to see how we can work together for the success of the students.

We have a set group of volunteers that come to school to volunteer for a variety of activities. We have partnered with Brighter Bites which is a non-profit organization that provides fresh vegetables and produce to our families one time a month. The focus is on promoting wellness through healthy eating. We look forward to building relationships with the Pre K/Kinder parents as they are new to the school system. As we foster a positive relationships with these families, it will allow us to continue to grow our PTO/ Volunteer organization at ASJ. This school year we are implementing Dojo points for students to earn for positive behavior in the common areas. The reason for using Dojo is because it is a platform we already use for communication with our parents. Having a school wide system for behavior helps to promote a positive learning environment. Our counselors will create a schedule and provide classroom guidance for all of our students. Administrators provide positive praise to staff, students, and families. We plan staff appreciation and team building once a six weeks. Our counselors has partnered with local communities to provide free incentives for the staff that also help our local communities with their businesses.

Johnston offered 51 parent/community engagement sessions. These included classes with the Parent Liaison, night events, Coffee with the principal, Meet the teacher, All Pro Dad, and luncheons, EOY ceremonies, music performances. In those 51 events, Johnston had a approximately 3.056 parents/community attend.

Attendance is critical and for the 2025-2026 school year, our overall attendance rate was 96.1%

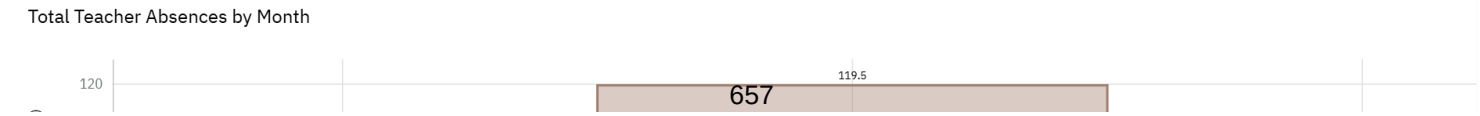
This chart shows the attendance rate by marking period for each ethnicity.

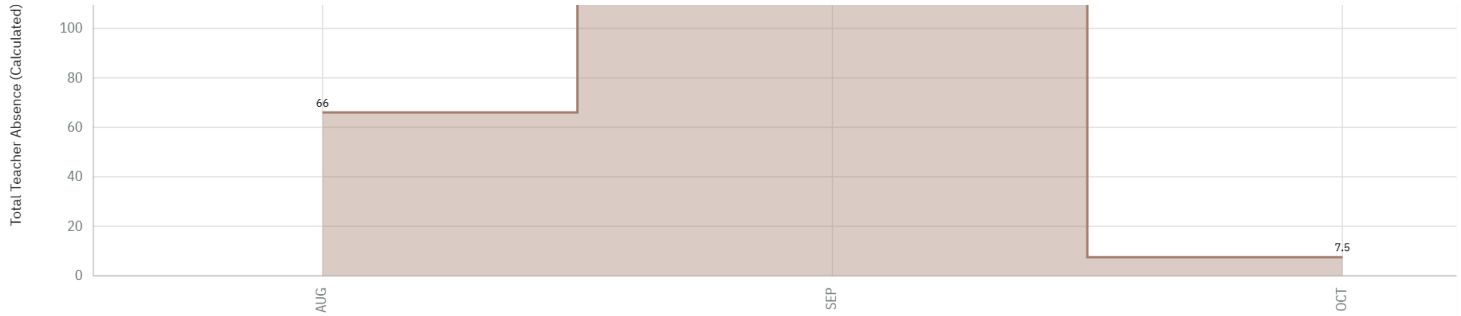
	PIA Reporting Period 1	PIA Reporting Period 2	PIA Reporting Period 3	PIA Reporting Period 4	PIA Reporting Period 5	PIA Reporting Period 6	PIA Cumulative
	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students	**97.0%**	**96.7%**	**96.0%**	**94.9%**	**96.4%**	**95.8%**	**96.1%**
Ethnicity							
Hispanic/Latino	96.9%	96.7%	96.0%	94.8%	96.3%	96.0%	96.1%
American Indian or Alaska Native	100.0%	98.6%	97.8%	96.4%	98.8%	96.0%	97.8%
Asian	98.2%	98.7%	95.9%	96.5%	97.9%	94.7%	96.9%
Black or African American	97.3%	97.1%	95.5%	96.1%	97.4%	95.3%	96.4%
Native Hawaiian or Other Pacific Islander	100.0%	83.3%	96.7%	85.7%	73.2%	90.9%	88.4%
White	96.6%	96.3%	96.9%	93.3%	96.0%	94.5%	95.6%
Two or More Races	96.1%	97.1%	95.0%	94.4%	94.4%	95.7%	95.4%

This chart shows attendance for each grade level, by each marking period.

Grade							
Early Education	-	-	-	-	-	-	-
Pre-Kindergarten	96.8%	96.1%	94.5%	93.3%	96.2%	95.3%	95.3%
Kindergarten	96.1%	96.2%	94.7%	92.8%	96.3%	95.3%	95.2%
1st	96.6%	96.9%	95.1%	95.4%	96.4%	95.6%	96.0%
2nd	97.1%	96.1%	96.2%	95.1%	95.9%	95.0%	95.9%
3rd	97.8%	97.4%	96.6%	95.8%	96.8%	96.3%	96.8%
4th	96.8%	97.0%	97.0%	95.0%	95.9%	96.2%	96.3%
5th	97.5%	97.2%	96.7%	95.6%	97.0%	96.9%	96.8%

This graph shows teacher absences by month for this current school year.





Graduation rate is not available for elementary.

Strengths

PTO has been established and provided incentives for students and staff.

Destination Imagination team to promote creative thinking.

Robotics team to create more opportunities for students to participate in extra curricular.

Dojo points to improve behavior and student motivation.

A decrease in behavioral referrals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
2	50% of our office referrals were Special Education students with Individual Education Plans.	Lack of Social emotional learning done consistently with students in the classroom or while in resource/ inclusion.
3 ★	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Based on 2026 Science STAAR, only 9% of 5th graders met the masters level for both 2025 and 2026 school year. No gains at the master level was made, in one full school year.	Instruction often emphasizes getting students to Approaches but lacks rigorous questioning, structured academic talk (speaking in full sentences using academic language and/or think-pair-share), to deepen knowledge practice that drives Meets/ Masters performance.
2 ★	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
3 ★	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
4 ★	Based on 2026 STAAR, in grades 3rd- 5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.
5 ★	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.

6 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
7 ★	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.
8 ★	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
9 ★	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.
10 ★	For math overall on Circle, 79% of students are on track. 41% of students need support in operations, indicating a significant foundational gap in number sense (rote counting) and early problem-solving skills related to addition and subtraction concepts.	Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such drawing and writing problems, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

11 ★	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
12 ★	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of Pre-K English students who are proficient on rapid vocabulary from 80% in 2026 to at least 90% by May 2027.

Increase the percentage of Pre-K Spanish students who are proficient on rapid vocabulary from 84% in 2026 to at least 94% by May 2027.

Evaluation Data Source: Circle

Strategy 1

PK teachers will meet weekly to collaborate and plan rapid letter naming and rapid vocabulary skills into their instructional small reading groups.

Strategy's Expected Result/Impact: Increase PK student proficiency on all 5 Circle indicators.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 5 - Student Learning 8, 9 - School Processes & Programs 5 - Professional Development Implementation 5

Funding Sources: Planning materials and resources for students 199 - General Funds, $300

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

PK teachers will use Saavas curriculum and the instructional minutes to deliver tier 1 instruction for reading.

Strategy's Expected Result/Impact: Student success in PK to increase fluency and comprehension in reading.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 5 - Student Learning 9

Funding Sources: general reading resources 211 - Title I-A, $200

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

PK teachers will use Circle data and spiral rapid letter naming and rapid vocabulary weekly, to increase letter recognition and vocabulary ,

Strategy's Expected Result/Impact: Student success in PK in letter recognition and increase vocabulary.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 5, 6 - Student Learning 9, 10

Funding Sources: general resources 211 - Title I-A, $200

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.
6	For math overall on Circle, 79% of students are on track. 41% of students need support in operations, indicating a significant foundational gap in number sense (rote counting) and early problem-solving skills related to addition and subtraction concepts.	Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such drawing and writing problems, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
9	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

10	For math overall on Circle, 79% of students are on track. 41% of students need support in operations, indicating a significant foundational gap in number sense (rote counting) and early problem-solving skills related to addition and subtraction concepts.	Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such drawing and writing problems, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.

Performance Objective 1 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
5	While 84% of Pre-K students are "On Track" overall in Phonological Awareness on the Circle Progress Monitoring, 16% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 45% on track), and rhyming (only 50% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.

Performance Objective 2 ☑ High Priority

Increase the percentage of growth of PK English students in Rapid Letter Naming from 81% in 2026 to 90% by May 2027.
Increase the percentage of growth of PK students in math from 70% in 2026 to 85% by May 2027.
Increase the percentage of growth of PK Bilingual students in Rapid Letter Naming from 87% in 2026 to 95% by May 2027.

Evaluation Data Source: Circle

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PK teachers will use Circle data, to create small groups, based on their level on phonological awareness, and scaffold learning to close gaps in the student's native language.

Strategy's Expected Result/Impact: Student success and an increase in the percentage of students who are proficiencent on Phonological Awareness in Circle.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 5 - Student Learning 9

Funding Sources: general planning resources 211 - Title I-A, $150

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	Although 89% of Pre-K students are "On Track" overall in Spanish Phonological Awareness, 69% of students need support in alliteration, and 84% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in grades 3-5 scoring at Meets or above on STAAR Reading from 27% in May 2026 to at 40% by May 2027.
Increase the percentage of Hispanic students scoring at Meets or above on STAAR Reading from 23% in May 2026 to at least 40 % by May 2027.
Increase the percentage of Special Education students scoring at Meets or above on STARR Reading from 16% to at least 32% by May 2027.
Increase the percentage of Economically Disadvantaged students scoring at Meets or above on STAAR Reading from 27% to at least 40% by May 2027.

Evaluation Data Source: STAAR/ODS
District Assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

K-5 teachers will conduct reading instructional small groups based on the learning objective for each Bluebonnet curriculum lesson, with students at least 15 minutes two times a week and keep anecdotal notes/tracking to close gaps in learning.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2

Funding Sources: additional reading resources 199 - General Funds, $1,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

K-5 reading teachers will collaborate weekly and utilize Sustain Ed coaches for internalizing lessons, and use active monitoring during T1 instruction to make instructional adjustments, to address misconceptions, for small groups.

Strategy's Expected Result/Impact: Student success in K-5 increase in core content-reading

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 3 - Student Learning 1, 7 - School Processes & Programs 2 - Professional Development Implementation 1

Funding Sources: general planning resources 199 - General Funds, $250

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

3	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
7	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 3 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in grades 3-5 who Meet or Exceed expected growth on Reading MAP Growth (English and Spanish) from 48% in May 2026 to at least 63% by May 2027.

Increase the percentage of African American students in grades 3-5 who Meet or Exceed expected growth on Reading MAP Growth from 50% in May 2026 to at least 60% by May 2027.

Increase the percentage of K-2 students who Meet or Exceed grade level expectations on Reading Growth in English from 44% in May 2026 to at least 59% by May 2027.

Increase the percentage of K-2 students who Meet or Exceed grade level expectations on Reading Growth in Spanish from 36 % in May 2026 to at least 51% by May 2027.

Increase the percentage of K-2 African American students who Meet or Exceed grade level expectations on Reading Growth in from 40% in May 2026 to at least 55 % by May 2027.

Increase the percentage of Special Education students in 3rd-5th who Meet or Exceed expected growth on Reading MAP in BOY 2026 from 10% to 22% by May 2027.

Evaluation Data Source: NWEA

Strategy 1 ☑ Targeted Support Strategy

K-5 reading teachers will use the Bluebonnet reading curriculum to teach Tier I instruction and use instructional strategies from the IISD playlist, to increase student knowledge.

Strategy's Expected Result/Impact: Student success in grades K-5 increase rigor in core content-reading

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 1, 3 - Student Learning 1, 6, 7 - School Processes & Programs 2 - Perceptions 1 - Professional Development Implementation 1

Funding Sources: Number talks books 199 - General Funds, $550

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy

K-5 reading teachers will collaborate and utilize the Bluebonnet curriculum to internalization lessons and add teacher moves (customizations) to the T1 lessons to address the different needs of students.

Strategy's Expected Result/Impact: Increase student success in grades K-5 in core content-reading.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 11 - School Processes & Programs 3 - Professional Development Implementation 1

Funding Sources: general planning resources 199 - General Funds, $500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

678

3	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
6	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
7	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
11	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
3	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 4 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.

Performance Objective 5 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at meets or above on STAAR math from 23% in 2026 to at least 50% by May 2027.
Increase the percentage of Special Educations students scoring at meets or above on STAAR math from 19% in 2026 to at least 32% by May 2027. 680

Increase the percentage of Economically Disadvantaged students scoring at meets or above on STAAR math from 22% in 2026 to at least 42% by May 2027.

Evaluation Data Source: STAAR/ODS

Strategy 1 ☑ Targeted Support Strategy

K-5 math teachers will conduct small instructional math groups at 3 times weekly to close learning gaps and misconceptions. Teachers will use Sustain Ed resources and Bluebonnet Catalyst math for small group lesson instruction.

Strategy's Expected Result/Impact: Increase student success in K-5 grade levels in core content math.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 5 - Professional Development Implementation 1, 4

Funding Sources: additional reading resources 199 - General Funds, $200

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

K-5 math teachers will use the read, draw, write strategy daily, in math, during Tier I instruction, to increase student learning from concrete to abstract.

Strategy's Expected Result/Impact: increase student achievement in the content of math

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 4 - Professional Development Implementation 1, 3, 4

Funding Sources: Markers, spirals, dry erasers 199 - General Funds, $300

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
4	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.
5	Based on 2026 STAAR, in grades 3rd-5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.

Performance Objective 5 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
3	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.
4	Based on 2026 STAAR, in grades 3rd-5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 5th grade students scoring at Meets or above on STAAR Science from 25% in 2026 to at least 50% by May 2027.
Increase the percentage of Hispanic students scoring at Meets or above on STAAR Science from 16% to 28% by May 2027.
Increase the percentage of Special Education students scoring at Meets or above on STAAR Science from 13% in 2026 to at least 26% by May 2027.
Increase the percentage of Economically Disadvantaged students scoring at Meets or above on STAAR Science from 25% in 2026 to at least 45% by May 2027.

Evaluation Data Source: STAAR/ODS

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

K-5 Science teachers will use Texas Science curriculum to impact Tier I instruction with a focus on academic vocabulary, using an interactive word wall .Teachers will use exit tickets to progress monitor student learning.

Strategy's Expected Result/Impact: Student success in 5th grade science content

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Learning 2 - Professional Development Implementation 2

Funding Sources: general science resources 199 - General Funds, $150

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

4th-5th grade Science teachers will collaborate and internalize lessons with the Science Coordinator bi- weekly to analyze TEKS, create Know/Show charts, and look at student work, and make adjustments to internalizations based on feedback.

Strategy's Expected Result/Impact: Student success in the science content

Staff Responsible for Monitoring: Science Coordinator

Problem Statements: Demographics 2 - Student Learning 2 - Professional Development Implementation 2

Funding Sources: additional scienece resources 199 - General Funds, $200

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Based on 2026 Science STAAR, only 9% of 5th graders met the masters level for both 2025 and 2026 school year. No gains at the master level was made, in one full school year.	Instruction often emphasizes getting students to Approaches but lacks rigorous questioning, structured academic talk (speaking in full sentences using academic language and/or think-pair-share), to deepen knowledge practice that drives Meets/Masters performance.

Performance Objective 6 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
2	Based on 2026 Science STAAR, only 9% of 5th graders met the masters level for both 2025 and 2026 school year. No gains at the master level was made, in one full school year.	Instruction often emphasizes getting students to Approaches but lacks rigorous questioning, structured academic talk (speaking in full sentences using academic language and/or think-pair-share), to deepen knowledge practice that drives Meets/Masters performance.

Performance Objective 7 ☑ High Priority ☑ HB3 Goal

Increase percentage of Kinder-5th grade students who Meet or Exceed expected growth on Math MAP from 52% in 2026 to 65% by May 2027.
Increase the percentage of Special education students who met or exceed expected growth on Math MAP from 48% in May 2026 to 58% by May 2027.
Increase the percentage of Economically Disadvantaged students who met or exceed expected growth on Math MAP from 33% in 2026 to at least 53% by May 2027.

Evaluation Data Source: NWEA

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

K-5 math teachers will collaborate with ILT weekly, during PLT, to review lesson internalizations and use the read, draw, write strategy to improve student understanding of how to represent a math problems to solve. Data from district assessments and exit tickets will be used to track student progress.

Strategy's Expected Result/Impact: Student success in math content

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 1 - Student Learning 5, 6 - Perceptions 1 - Professional Development Implementation 4

Funding Sources: general planning resources 199 - General Funds, $300

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

K-5 math teachers will use NWEA data and individual learning continuum to target instructional small groups, in the area of math, by TEKS, to close learning gaps. Teachers will use Catalyst and Sustain Ed resources during small group instruction.

Strategy's Expected Result/Impact: Student success in math content and build student confidence.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1 - Professional Development Implementation 1

Funding Sources: general resources 199 - General Funds, $200

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
5	Based on 2026 STAAR, in grades 3rd-5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.
6	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 7 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 3rd grade math, at meets level, in 2025 was 25% compared to 2026 at 18% meets grade level, a decline of 7%.	Lack of consistent customized instructional delivery and alignment of district initiatives (e.g., small group instruction, active monitoring, student goal setting) across grade levels.
4	Based on 2026 STAAR, in grades 3rd-5th Hispanic students were at 59% for math growth and fell short of the 68% the state has set for 2023-2027.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, productive struggle, and higher-order questioning that move students toward growth.

Performance Objective 8 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students who increase their TELPAS composite score by 1 level from 33% in May of 2026 to 48% by May 2027.

Evaluation Data Source: TELPAS

Strategy 1 ☑ Results Driven Accountability

K-5 teachers will incorporate listening, reading, writing, and speaking activities into their T1 instruction so students are practicing these four skills daily.

Strategy's Expected Result/Impact: Increase students' ability to listen, read, write, and speak.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 3 - Student Learning 4, 7 - School Processes & Programs 2, 4 - Professional Development Implementation 3

Funding Sources: 199 - General Funds, $150

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.
7	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen student outcomes. 2 out of 4 English Language Proficiency points show some evidence of leadership impact on accelerating the EB subgroup achievement, but ensuring reading, listening, speaking, and writing are happening across content to increase language proficiency.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
4	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.

Performance Objective 8 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
3	Based on 2026 STAAR, closing the gaps, 0 out of 24 points were earned for growth in the areas of math and reading. In 2025, Domain III closing the gaps overall score was a 67 compared to the decrease in 2026 to a 60.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (screen to scratch, think-pair-share, stop-and-jot) to accelerate reading comprehension. In grades 3rd-5th, small groups for math are inconsistent and were not followed up with during collaborative team time.

Goal 2 In Irving ISD, we will provide state of the art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 7% in 2026 to at least 5% by May 2027.
Decrease the number and percentage of Hispanic students who are chronically absent from 6.6% in 2026 to at least 4.6% by May 2027.

Evaluation Data Source: daily, weekly, monthly, six weeks attendance reports.

Strategy 1 ☑ Results Driven Accountability

The counselors will use academic student goal setting to include attendance so students can track their progress and see how chronic absenteeism is affecting their growth.

Strategy's Expected Result/Impact: Increased academic growth and reduce absences

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1 - Student Learning 6 - Perceptions 1

Funding Sources: Incentives for goal celebrations 199 - General Funds, $300

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Performance Objective 2 ☑ High Priority

Decrease the percentage of in and out of school suspension for Hispanic students, from 80% in 2026 to 50% by May 2027.
Decrease the number of discretionary discipline referrals for male students from 75% of all referrals in 2026 to 50% by May 2027.

Evaluation Data Source: Discipline reports

Strategy 1 ☑ Results Driven Accountability

Teachers will use their created RISE plan for behavior and provide a calming corner in the classroom to help intercept misbehavior. Administrators will teach students "how" to undo the misbehavior and focus on restorative conversations with students.

Strategy's Expected Result/Impact: Reduce the number of referrals and out of school suspension

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1, 2 - Student Learning 6, 11 - School Processes & Programs 3 - Perceptions 1

Funding Sources: 199 - General Funds, $200

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
2	Based on 2026 STAAR data ASJ has been identified ATSI for Hispanic and Economically Disadvantaged subpopulations and TSI for Special Education subpopulation.	Limited differentiation and inconsistent use of scaffolds (stop and jot, think-pair-share, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.
11	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Based on 2026 STAAR, the subgroups in Closing the Gaps (Domain III), for Special Education students have missed the target for three consecutive years, and identified for targeted support and improvement.	Instructional scaffolds for writing (chunking) and writing strategy like RACE are not consistently embedded to support the Special Education students in accessing grade-level writing content, resulting in ongoing writing performance gaps.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Domain I overall student achievement dropped from 56% (2025) to 54% (2026).	Inconsistent lesson internalization aligning the STAAR type question(s) aligning to Bluebonnet curriculum and lack of explicitly modeling for students the rigor of the TEK and type of STAAR questions into the lesson.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

At least one parent involvement activity each month will take place on campus and increase the number of morning parent engagement activities from 3 activities in 2026 to 4 morning parent engagement activities by May 2027.

Evaluation Data Source: Parent activity sign in sheets

Strategy 1 ☑ Results Driven Accountability

Add morning activities for parents to engage in with their child.

Strategy's Expected Result/Impact: Increase parent engagement on campus

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

Funding Sources: Materials/resources for morning activities 211 - Title I-A, $300

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

Performance Objective 2 ☑ High Priority

Our campus will offer at least 1 parent involvement activity each month. This could be classes with the Parent Liaison, learning sessions with the counselors, informational meetings with the administrator, volunteering for Brighter Bites, or informational session with the Gifted and Talented teacher.

Evaluation Data Source: Parent involvement sign in sheets

Strategy 1 ☑ Results Driven Accountability

Provide parents monthly parent involvement opportunities throughout the school year.

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

Funding Sources: 211 - Title I-A, $500

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

State Compensatory Education

State Compensatory

Budget for Johnston Elementary School

Total SCE Funds: $33,215.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

A paraprofessional salary of 33,111.00 is used from this budget, she pulls groups in K-2 for math skills. The remaining $104.00 is used for supplies and materials. Mrs. Martinez is aligned to Goal 1: Performance Objective #7, Strategy 2.

Personnel for Johnston Elementary School

Name	Position	FTE
Olga Martinez	SCE General Instructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Johnston incorporates the CNA process during Campus Improvement Committee meetings.

The first meeting was held on: October 28, 2025. Reviewed BOY MAP and Circle data. Parent engagement was mentioned and parents were stating the language barrier holds them back from attending events.

The second meeting was held on: January 29, 2026.Reviewed MOY MAP data and reviewed our ASJ Intervention & Reteach Campus Planning document. The goal was to reinforce the importance of attendance.

The third meting was held on: February 26th, 2026. Reviewed goals and strategies from the CIP. Parent input was they wanted to know how to support their child with test anxiety.

The fourth meeting was held on: March 30th, 2026. Reviewed February formative review from CIP and asked for feedback on how parents would like to see engagement opportunities offered on our campus.

Stakeholders were chosen based on the criteria for the CIC. Principal, Assistant Principals, Sped Teacher & 3 gen ed teachers, 4 parents, 2 community members, 2 business representatives.

1.2 Location for Evidence of Multiple Meetings Held

The meetings were offered to stakeholders via email invites. The evidence of the invites are located in 2025-2026 CIC folders.

Campus: ASJ
CIC Meeting #1
Via: ZOOM
October 28, 2025
Meeting Notes Document

Meeting summary

Quick recap

The meeting began with introductions and welcome remarks from Rachel Morton, the principal, and other attendees including teachers, administrators, and support staff, with Spanish interpretation provided. The team reviewed student performance data from recent assessments and discussed educational plans for bilingual and monolingual pre-K through fifth-grade students, including various instructional programs and strategies. The conversation ended with discussions about goal-setting, achievement celebration, and the implementation of various educational tools and programs, with emphasis on continuous improvement and parent communication.

Next steps

Next steps were not generated due to insufficient transcript.

Summary Meeting Introduction and Echo Discussion

Rachel hosted a meeting and introduced herself to Kathy, who was invited to discuss pizza. Maisa joined the call and expressed gratitude for the invitation. Rachel mentioned closing her door to address an echo issue, and Deisi offered to let her know if the problem persisted.

CIC 2025-26 School Year Kickoff

The CIC meeting for the 2025-26 school year began with introductions from Rachel Morton, the principal, and other attendees including assistant principals, teachers, a secretary, parent liaison, and corporate representative. The meeting included a Spanish interpreter, Myrna, who was present to assist with translation needs. The purpose of the meeting was not specified in the transcript, but it marked the first gathering of the school year.

Event Feedback and Assessment Planning

Rachel discussed feedback from recent events, including Muffins with Moms and Literacy Night/Trunk or Treat, with team members. Myrna and Rosa provided positive feedback about Muffins with Moms, while Maisa admitted to not attending due to language barriers but received help from Mrs. Andels. Rachel then mentioned upcoming MAP diagnostic assessments taken at the beginning, middle, and end of the year.

Student Performance Data Review

The team reviewed student performance data, noting that math scores improved to the 40th percentile, representing 1% growth compared to the previous fall, while reading scores reached the 34th percentile with a 3% increase from the previous year. Jackie clarified that the tests were administered in English, and Rachel confirmed these results applied to reading achievement for grades K-5. The discussion concluded with Maisa acknowledging the importance of the data and the need for further analysis.

Pre-K Assessment Data Review

The meeting focused on reviewing reading and math assessment data for pre-K students, with particular attention to third-grade performance which showed room for improvement. The data was collected from multiple bilingual pre-K teachers including Ms. Franklin, Ms. Gonzalez, and Ms. Pedroza, with assessments administered in Spanish. It was noted that this year, teachers did not assess their own students, and the data represented preliminary results from the beginning of the school year, with more accurate measurements expected as the year progresses.

Bilingual School Educational Planning

The meeting focused on discussing educational plans and teacher roles at a bilingual school. Myrna and Maisa discussed the preliminary nature of testing for students, particularly those in pre-K, and the ongoing development of students' skills. Rachel introduced Ms. Seifer, the monolingual pre-K teacher, highlighting the similarities between her class and the bilingual classes taught by other teachers. The conversation ended with Rachel mentioning a detailed action plan that would be summarized later in the day.

Early Childhood Targeted Instruction Strategies

Myrna and Rachel discussed their focus on small group targeted instruction for students from pre-kindergarten to fifth grade, with specific stations for reading, math, and writing in Pre-K. They mentioned using the ST Math program for math instruction in K-5 and a program called Mirror for language arts. Rachel also mentioned using Catalyst Math as another instructional tool.

Enhancing Student Learning Strategies

The meeting focused on educational strategies and programs implemented in the school. Rachel discussed goal-setting with students, celebrating their achievements, and using five instructional strategies including Think Pair Share, Scented Stems, Stop and Jot, and Chunking. The school was recognized for its third-place ranking in the district for using the Summit K-12 program, which helps emergent bilingual students with reading, writing, listening, and speaking skills. Myrna emphasized the importance of continuous improvement and communication with parents, while Maisa expressed gratitude for the opportunity to learn about the programs and their positive impact on students.

Meeting 2

mpus: ASJ
CIC Meeting #2
Via: ZOOM
January 29, 2026
Meeting Notes Document

CIC Meeting Summary Notes

Meeting Purpose:

Review Middle-of-Year (MOY) MAP data in Math and Reading, discuss trends by grade level, and outline next instructional steps and celebrations.

Attendance:

Campus administration, teachers, parent representatives, community member, and para liaison were present. Meeting was recorded for documentation purposes. Interpretation support was provided as needed.

Data Review Highlights

Pre-K Data

- Circle (Pre-K) data is still being collected.
- Testing window extended through **February 6**.
- Pre-K data will be reviewed at the next CIC meeting.

Math – MAP MOY Results (K–5)

- **Overall Achievement:**
  - BOY: 40% → MOY: **41%** (↑ 1%)
  - Campus currently at the **41st percentile** in math achievement.
  - Growth did not decline, but gains were modest.
- **Overall Growth:**
  - BOY Growth: **48%**
  - MOY Growth: **48%** (remained stable)
- **Grade-Level Trends:**
  - **Kinder:** +5 percentile points (strong growth)
  - **1st Grade:** −7 percentile points
  - **2nd Grade:** Slight decline
  - **3rd Grade:** Strong growth (47% → **56%**)
  - **4th Grade:** +1 percentile point
  - **5th Grade:** Slight decline (noted as typical due to increased rigor and complexity of content)

Reading – MAP MOY Results (K–5)

English Reading

- Achievement: **41%** → **45%** (year-over-year improvement)
- Growth: **55%** → **54%** (−1%)
- Gains noted campus-wide, with concerns in **1st and 2nd grade** achievement.

Spanish Reading

- 92 students assessed
- Achievement: **40%** → **41%** (+1%)
- Growth mirrored English reading trends with a slight decline (−1%)

Key Discussion Points

- Emphasis placed on **small-group instruction**, especially in Math.
- Focus areas include:
    - Concept development
    - Alignment between instruction, exit tickets, and formative assessments
- Recognition that curriculum rigor increases mid-year, impacting growth trends.
- Need to closely analyze **1st and 2nd grade reading performance** to improve outcomes.

Student Growth & Celebrations

- **387 out of 580 students (67%)** met or exceeded their MAP growth projections.
- Growth celebration planned for **February 5**.
- Students meeting/exceeding growth by grade level:
    - Kinder: 52
    - 1st: 52
    - 2nd: 73
    - 3rd: 72
    - 4th: 70
    - 5th: 68

Next Steps

- Review **Pre-K Circle data** at next CIC meeting.
- Continue refining small-group instructional practices.
- Monitor and support **1st and 2nd grade reading** closely.
- Celebrate student growth and continue data-driven instructional adjustments.

Meeting #3

Campus: ASJ
Formative Review- Notes
Feb 26, 2026
Participants: S Young (Counselor), V Sifuentes (Parent), R Morton (Principal), K. Young (AP)

We are conducting a formative review today to look at our CIP and decide if we are making progress on our strategies and make changes if necessary.

We do a formative review in November, February, and May.

Goal 1
Performance Objective 1
Strategy 1 - PreK planning
Some progress has been made. We had our DDI (9/29) for Circle and data was put on the DDI form. Ms. Pedroza emails the team with lots of ideas and the teachers collaborate during planning to create engaging lessons.
Feb - Moderate progress, DDI on Feb 11, 2026

Strategy 2 - Weekly team collaboration
Some progress has been made. Improvements have been observed in teacher internalization and instructional strategies/playlist during classroom walkthroughs and instructional walks.
Feb - some progress has been made. The 2nd semester for team time has been centered around small group and progress monitoring, STAAR plans for 3rd-5th have been created using benchmark data and campus essential standards.

Strategy 3 - HQIM
Considerable progress - 100% of teachers were using HQIM during the November 13th instructional walks. 100% of prek teachers are using the SAAVAS curriculum.
Feb - Considerable progress - Based on walkthroughs 100% of PreK teachers are using Saavas. HQIM walks on Mar 2, 2026 will provide another update, but based on walkthroughs, 100% of teachers are using Bluebonnet.

Strategy 4 - Read/Draw/Write
Some progress. Some teachers are using read/draw/write. We have some staff who need more PD on read/draw/write and learning will be designed to address this need in January.
Feb - Some progress - professional learning during team time in January focused around Read/Draw/Write. Based on walkthroughs, 60% of teachers are using R/D/W with fidelity.

Strategy 5 - use NWEA data
Accomplished. In September we had MAP DDI's with each grade level for reading and math. All teachers assigned ST math objectives, small groups, and interventionists used this data to form small groups. Amira is used for reading intervention and small group.
Feb-Accomplished. We held DDI meetings January 26 and February 10. All teachers formed small groups based on data from the benchmark and/or MAP. MAP reading fluency activities are being used in small group for Kinder-2nd grade and genre practice for grades 3-5. Interventionists use it to form small groups.

Performance Objective 2
Strategy 1 - PK will use Circle Data
Accomplished - Circle data was completed on 9/29 and small groups were formed based on the data.
Feb - Accomplished - Circle data was completed on Feb 11, 2026 and small groups were formed based on data.

Performance Objective 3

Strategy 1 - small groups based on exit tickets

Some progress - some teachers are meeting with small groups at least 15 minutes daily, but not 100% of teachers are. We have met during team time and discussed expectations for small group and the required stations such as teacher table, fluency station, amira, and writable stations. We also explained the difference in the tiers of students and how frequently to see them. We identified what is whole group and small group for re-teach purposes. We also provided guided time with coaching support to staff so they have intentional small groups. We also provided a structured format for for lesson planning.

Feb - Some progress - In February teachers in grades 3-5 formed small groups based on benchmark data and prepared lessons for small group on February 13th. Teachers in grades

Kinder-2nd used MAP data to form their small groups and identified skills to remediate. This was done at district purposeful planning.

Strategy 2 - collaborate weekly to make instructions decisions regarding small group

Moderate progress - We plan weekly with grade levels and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.

Feb - Moderate progress - we are using active monitoring for tier 1, and how it aligns to small group. The bilingual department came on February 26th to present to each grade level

Performance Objective 4

Strategy 1 - bluebonnet for tier 1 and Amira for tier 3

Considerable - Based on HQIM walks it was noted on November 13th that 100% of our reading teachers are using bluebonnet reading. 95% of our students have been using Amira effectively.

Feb - Moderate - Based on HWIM walks 95% of our students were using amira effectively, however due to ice storms and district testing there was a decrease in minutes on Amira. Communication was made to teachers during team time to ensure they are meeting the required district minutes each week.

Strategy 2 - Kinder teachers will utilize bluebonnet and add customizations

Some progress - Kinder teachers are internalizing lessons in the Bluebonnet curriculum. 3 out of 5 Kinder teachers are consistently using customizations in their internalizations to enhance Tier 1 instruction.

Feb - Some progress - Kinder teachers are internalizing lessons from the bluebonnet curriculum and 4 out of 5 kinder teachers consistently using customization in their internalizations.

Performance Objective 5

Strategy 1 - use highly impactful teaching strategies

Some progress - When we rolled out the Instructional Playlist strategies, our campus focused on think-pair-share and sentence stems. 100% of the teachers are using these 2 strategies consistently. 70% stop and jot are being used in the classrooms. 5% of staff are using active monitoring.

Feb - Some progress - In January, we focused on active monitoring and screen to scratch for grades 2-5 to improve academic performance. We have increased from 5% to 50% of staff using active monitoring.

Strategy 2 - teachers will conduct small groups and phonics focused lessons in small group with students at least 20-30 minutes daily

Some progress - math teachers are using catalyst math and ST math for small groups. November 4th and 6th was dedicated to training teachers on what small groups look like and the components of small groups, as well as using data (exit tickets, mid model, and end of module assessments for math) to form small groups. For reading, K-2 shifted focus from knowledge to a skills focus by using the skills assessment data to form small groups.
Feb - some progress - math teachers are using catalyst math and ST math for small groups. 3rd-5th teachers are using genre practice and exit tickets in small groups and tracking progress through Aware.

Performance Objective 6
Strategy 1 - using bluebonnet
Some progress - we plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.
Feb - Some progress - we continue to plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI. Teachers are also uploading their active monitoring sheets with their lesson internalizations.

Strategy 2 - collaborate and internalize with Sustain Ed
Moderate progress - We collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students.
Feb - Moderate progress - We continue to collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback.

Performance Objective 7
Strategy 1 - collaborate and use PLC process and direct data for instructional decisions
Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data.
Feb - Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data. The DDI agenda has been refined to provide more clarity when teachers are analyzing data.

Strategy 2 - use NWEA data to target small groups
Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment.
Feb - Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment. At least 40% of teachers are assigning objectives based on data.

Goal 2
Performance Objective 1
Strategy 1 - use academic goal setting to include attendance so students can track their progress
No progress - We do not have 100% of staff using student goal setting to include attendance. Lack of

professional development
Feb - Some progress - professional learning was conducted during team time starting in January. We are not at 100% of teachers using goal setting yet, at least 45% of teachers are goal setting with students.

Performance Objective 2
Strategy 1 - Counselors will work with chronic AA absentee students
Some progress - for the second six weeks our campus received the attendance trophy for most improved attendance. The second six weeks total was 96.7%.
Feb - some progress - Counselors met with students biweekly, weekly, or as needed and meet with counselor 1-1 as needed.

Goal 3
Performance Objective 1 - add morning activities for parents to engage in with their child
Considerable - We held muffins with mom on October 9th and had 416 participants
Feb - Considerable - in March, coffee with the principle will be provided in the morning for parents and counselors will provide tips for testing anxiety and reinforce attendance.

Meeting#4
Meeting assets for CIC Meeting #4 are ready! Meeting summary Key takeaways The CIC Meeting #4 reviewed the formative assessment conducted in February 2026, covering progress on three district goals Most strategies aligned with Goal 1 showed adequate to mastered progress, with Strategy 4 requiring additional work on implementing read, draw, write methodology with fidelity Goal 2 strategies addressing chronic absenteeism, particularly among African American students, showed some progress but require continued effort Goal 3 parent engagement initiatives have been implemented with mixed attendance results; morning activities will continue despite low turnout The meeting was recorded and transcribed, with Spanish interpretation available as needed Discussed topics Goal 1: Student Achievement and College/Career Readiness Rachel presented five strategies aligned with the district's first goal to ensure each student reaches their highest potential. Details o Rachel: Pre-K teachers meet weekly to collaborate on rapid letter naming, vocabulary, math, social-emotional skills, and early writing - showing adequate progress since the beginning of the year o Rachel: All teachers collaborate weekly with curriculum coaches to internalize lessons and target Tier 1 instruction - adequate progress with support from sustained coaches, math coach, and district personnel o Rachel: Teachers use Bluebonnet and Saavas curriculum with fidelity - this strategy has been mastered, with pre-K using Saavas and other grades using Bluebonnet. Rachel: Teachers trained in read, draw, write methodology for math - some progress, but achieving daily fidelity remains a challenge o Rachel: Teachers use NWEA map data and learning continuum for targeted support in K-5 math and reading - completed mid-year with adjustments to small groups, using map fluency for reading and Catalyst for math « Conclusion o Four out of five strategies show adequate to mastered progress o Strategy 4 requires continued focus to achieve daily implementation with fidelity Goal 2: State-of-the-Art Facilities and Educational Design Rachel discussed two strategies focused on attendance and chronic absenteeism. o Details o Rachel: Academic student goal setting includes attendance tracking so students can see how chronic absenteeism affects their growth - counselors working with attendance team, showing some progress with reduced chronic absenteeism but work remains o Rachel: Counselors work specifically with chronic African American absentee students and parents to provide support - some progress achieved; African American students identified as a subpopulation affecting overall state grade « Conclusion o Both strategies show some progress but require continued effort o Getting students to school daily remains an ongoing challenge. Goal 3: Parent and Community Engagement Rachel outlined morning activities implemented to increase parent engagement. * Details o Rachel: Added morning activities including Muffins with Mom, Spring Fling for pre-K through 2nd grade on April 2nd with robot read-aloud and egg hunt, Star affirmation writing event in February for grades 3-5 parents with letters to be opened April 8th before STAR testing, and Pastries with the Principal

sessions covering attendance and test-taking tips o Rachel: Recent morning activity had only 5 parents attend, indicating engagement challenges o iPhone/Julie Dillman: Encouraged continuation of these initiatives, noting that similar programs take time to gain traction as parents may initially question the purpose; expressed confidence the programs will eventually take hold o Conclusion o Multiple parent engagement activities have been implemented o Attendance at morning activities remains low but efforts will continue o Programs need time to build momentum and trust with parents Formative Review Completion and Questions Rachel concluded the presentation and opened for questions. o Details o Rachel: Asked if anyone had questions about the formative review o Rachel: Specifically asked Erin OConnor and Julie Dillman if they had questions. iPhone/Julie Dillman: Provided encouragement about the Pastries with the Principal program o Rachel: Expressed appreciation for the encouragement « Conclusion o No questions were raised about the formative review o The committee accepted the progress report as presented Action items © Pre-K and all grade teachers o Continue weekly collaboration on curriculum planning and Tier 1 instruction o Implement read, draw, write methodology daily in math lessons with fidelity + Counselors and attendance team o Continue working with chronic absentee students and parents, particularly African American students o Provide support to ensure students attend school daily «Rachel and school staff o Host Spring Fling event for pre-K through 2nd grade parents on April 2nd o Distribute star affirmation letters to students on April 8th before STAR testing o Continue offering morning parent engagement activities despite low attendance.

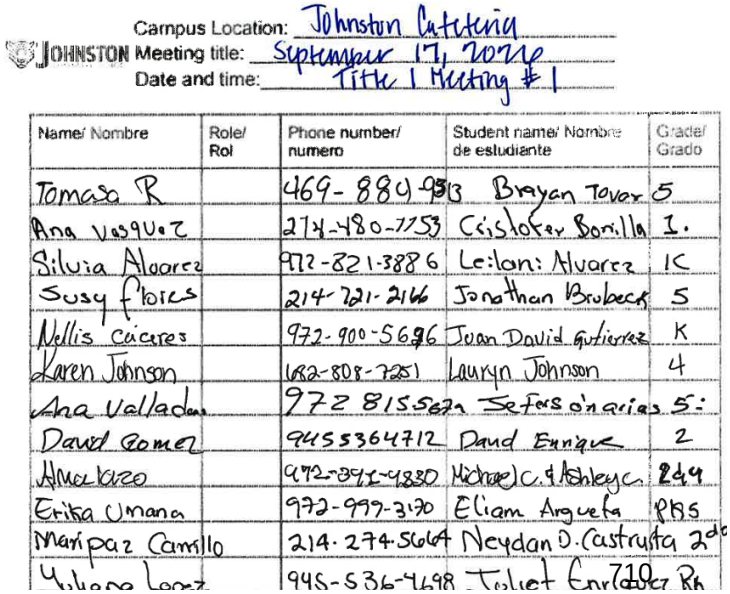
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The campus improvement plan was developed in the month of September 2026. The location of development of the improvement plan was as Johnston Elementary.

2.2 Stakeholders 1114(b)(2)

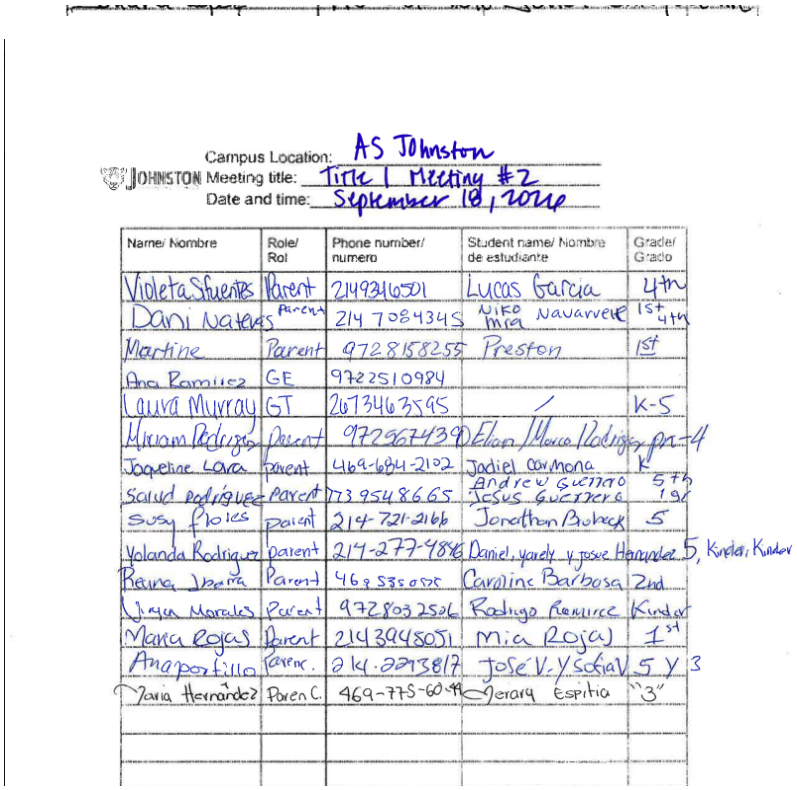
Staff, families, and community members are included in the plan development process by providing feedback through CIC meetings, Panorama survey, and Title I meetings were held in September and feedback was asked. The first meeting was hold on September 17th, 2026, 5:30PM. The second meeting was offered on September 18th, at 9:15AM.



JOHNSTON

Campus Location: Johnston Cafeteria
Meeting title: September 17, 2026
Date and time: Title I Meeting #1

Name/ Nombre	Role/ Rol	Phone number/ numero	Student name/ Nombre de estudiante	Grade/ Grado
Tomasa R		469-884-9513	Brayan Tovar	5
Ana Vasquez		214-480-7753	Cristofer Bonilla	1.
Silvia Alvarez		972-821-3886	Leilani Alvarez	K
Susy Flores		214-721-2166	Jonathan Brubeck	5
Nellis Caceres		972-900-5696	Juan David Gutierrez	K
Karen Johnson		682-808-7251	Lauryn Johnson	4
Ana Valladar		972 815 5679	Sefers o'narias	5:
David Gomez		9455364712	David Enrique	2
Amalazo		972-391-4830	Michael C. & Ashley C.	2&4
Erika Umana		972-999-3170	Eliam Argueta	PKS
Maripaz Carrillo		214-274-5664	Neydan D. Castrusta	2do
Yuliana Lopez		945-536-4698	Juliet Enriquez	Rh



Campus Location: AS Johnston
Meeting title: Title I Meeting #2
Date and time: September 18, 2026

Name/ Nombre	Role/ Rol	Phone number/ numero	Student name/ Nombre de estudiante	Grade/ Grado
Violeta Sfuentes	Parent	2149346501	Lucas Garcia	4th
Dani Nateves	Parent	2147084345	Niko Mia Navarrete	1st 4th
Martine	Parent	9728158255	Preston	1st
Ana Ramirez	GE	9722510984		
Laura Murray	GT	2673463595	/	K-5
Miriam Rodriguez	Parent	9725674390	Elian / Marco Rodriguez	pre-4
Jaqueline Lara	parent	469-684-2102	Jadiel Carmona	K
Salud Rodriguez	Parent	7739548665	Andrew Guerrero Jesus Guerrero	5th 1st
Susy Flores	parent	214-721-2166	Jonathan Bubeck	5
Yolanda Rodriguez	parent	214-277-4846	Daniel, yarely y josue Hernandez	5, Kinder, Kinder
Reina Ibarra	Parent	469 535 0525	Caroline Barbosa	2nd
Virgen Morales	Parent	9728032506	Rodrigo Ramirez	Kinder
Maria Rojas	Parent	2143948051	Mia Rojas	1st
Ana portillo	Parent.	214.2273817	José V. y Sofia V.	5 y 3
Maria Hernández	Paren C.	469-775-6044	Merary Espitia	"3"

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to parents via Class Dojo, printed copies in the front foyer of the school, and the Irving Public Library. The language is in English and in Spanish.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

For the 2026-2027 school year, our campus is Targeted Support and Improvement for our Special Education students. For our Special Education students we provide small group instruction and will offer tutoring starting the end of January. Our campus is also Additional Targeted Support and Improvement for our Hispanic and Economically Disadvantaged students. For these groups of students we provide small group instruction and will offer tutoring starting the end of January. Parents who child failed 3rd grade were provided with the PASS program information, through TEA.

Eligibility Criteria

To qualify for the PASS program, a student must meet all of the

The student is currently enrolled in a Texas public school and

The student scored **"did not meet grade level"** in reading or

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Formative reviews are done 4 times per year. November, February, April, and July.

Campus: ASJ
Formative Review- Notes
November 19th, 2025
Participants: K Young (AP), J Castillo (AP), G Rodriguez (RLA Interventionist), J Parker (Math Interventionist), S Young (Counselor), V Sifuentes (Parent), L Coleman (AS), R Morton (Principal)

We are conducting a formative review today to look at our CIP and decide if we are making progress on our strategies and make changes if necessary.

We do a formative review in November, February, and May.

Goal 1
Performance Objective 1
Strategy 1 - PreK planning
Some progress has been made. We had our DDI (9/29) for Circle and data was put on the DDI form. Ms. Pedroza emails the team with lots of ideas and the teachers collaborate during planning to create engaging lessons.

Strategy 2 - Weekly team collaboration
Some progress has been made. Improvements have been observed in teacher internalization and instructional strategies/playlist during classroom walkthroughs and instructional walks.

Strategy 3 - HQIM
Considerable progress - 100% of teachers were using HQIM during the November 13th instructional walks. 100% of prek teachers are using the SAAVAS curriculum.

Strategy 4 - Read/Draw/Write
Some progress. Some teachers are using read/draw/write. We have some staff who need more PD on read/draw/write and learning will be designed to address this need in January.

Strategy 5 - use NWEA data
Accomplished. In September we had MAP DDI's with each grade level for reading and math. All teachers assigned ST math objectives, small groups, and interventionists used this data to form small groups. Amira is used for reading intervention and small group.

Performance Objective 2
Strategy 1 - PK will use Circle Data
Accomplished - Circle data was completed on 9/29 and small groups were formed based on the data.

Performance Objective 3
Strategy 1 - small groups based on exit tickets
Some progress - some teachers are meeting with small groups at least 15 minutes daily, but not 100% of teachers are. We have met during team time and discussed expectations for small group and the required stations such as teacher table, fluency station, amira, and writable stations. We also explained the difference in the tiers of students and how frequently to see them. We identified what is whole group and small group for re-teach purposes. We also provided guided time with coaching support to staff so they have intentional small groups. We also provided a structured format for for lesson planning.

Strategy 2 - collaborate weekly to make instructions decisions regarding small group
Moderate progress - We plan weekly with grade levels and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.

Performance Objective 4
Strategy 1 - bluebonnet for tier 1 and Amira for tier 3
Considerable - Based on HQIM walks it was noted on November 13th that 100% of our reading teachers are using bluebonnet reading. 95% of our students have been using Amira effectively.

Strategy 2 - Kinder teachers will utilize bluebonnet and add customizations
Some progress - Kinder teachers are internalizing lessons in the Bluebonnet curriculum. 3 out of 5 Kinder teachers are consistently using customizations in their internalizations to enhance Tier 1 instruction.

Performance Objective 5
Strategy 1 - use highly impactful teaching strategies
Some progress - When we rolled out the Instructional Playlist strategies, our campus focused on think-pair-share and sentence stems. 100% of the teachers are using these 2 strategies consistently. 70% stop and jot are being used in the classrooms. 5% of staff are using active monitoring.

Strategy 2 - teachers will conduct small groups and phonics focused lessons in small group with students at least 20-30 minutes daily
Some progress - math teachers are using catalyst math and ST math for small groups. November 4th and 6th was dedicated to training teachers on what small groups look like and the components of small groups, as well as using data (exit tickets, mid model, and end of module assessments for math) to form small groups. For reading, K-2 shifted focus from knowledge to a skills focus by using the skills assessment data to form small groups.

Performance Objective 6
Strategy 1 - using bluebonnet
Some progress - we plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.

Strategy 2 - collaborate and internalize with Sustain Ed
Moderate progress - We collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students.
Performance Objective 7
Strategy 1 - collaborate and use PLC process and direct data for instructional decisions
Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data.

Strategy 2 - use NWEA data to target small groups
Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment.

Goal 2
Performance Objective 1
Strategy 1 - use academic goal setting to include attendance so students can track their progress
No progress - We do not have 100% of staff using student goal setting to include attendance. Lack of professional development

Performance Objective 2
Strategy 1 - Counselors will work with chronic AA absentee students
Some progress - for the second six weeks our campus received the attendance trophy for most improved attendance. The second six weeks total was 96.7%.

Goal 3
Performance Objective 1 - add morning activities for parents to engage in with their child
Considerable - We held muffins with mom on October 9th and had 416 participants

Campus: ASJ
Formative Review- Notes
Feb 26, 2026
Participants: S Young (Counselor), V Sifuentes (Parent), R Morton (Principal), K. Young (AP), J. Castillo (AP), L. Coleman (AS), G. Rodriguez (Reading Interventionist), J. Parker (Math Interventionist), M. Andolz (Parent Liaison)

We are conducting a formative review today to look at our CIP and decide if we are making progress on our strategies and make changes if necessary.

We do a formative review in November, February, and May.

Goal 1
Performance Objective 1
Strategy 1 - PreK planning
Some progress has been made. We had our DDI (9/29) for Circle and data was put on the DDI form. Ms. Pedroza emails the team with lots of ideas and the teachers collaborate during planning to create engaging lessons.
Feb - Moderate progress, DDI on Feb 11, 2026
April - Moderate progress, weekly planning, EOY DDI planned for May

Strategy 2 - Weekly team collaboration
Some progress has been made. Improvements have been observed in teacher internalization and instructional strategies/playlist during classroom walkthroughs and instructional walks.
Feb - some progress has been made. The 2nd semester for team time has been centered around small group and progress monitoring, STAAR plans for 3rd-5th have been created using benchmark data and campus essential standards.
April - Some progress has been made -

Strategy 3 - HQIM
Considerable progress - 100% of teachers were using HQIM during the November 13th instructional walks. 100% of prek teachers are using the SAAVAS curriculum.
Feb - Considerable progress - Based on walkthroughs 100% of PreK teachers are using Saavas. HQIM walks on Mar 2, 2026 will provide another update, but based on walkthroughs, 100% of teachers are using Bluebonnet.
April - Considerable progress - coaching walks and walkthroughs are showing that teachers are using HQIM

Strategy 4 - Read/Draw/Write
Some progress. Some teachers are using read/draw/write. We have some staff who need more PD on read/draw/write and learning will be designed to address this need in January.
Feb - Some progress - professional learning during team time in January focused around Read/Draw/Write. Based on walkthroughs, 60% of teachers are using R/D/W with fidelity.
April - moderate progress has been made - based on walkthroughs 70% of teachers are using the read, draw,

write with fidelity

Strategy 5 - use NWEA data
Accomplished. In September we had MAP DDI's with each grade level for reading and math. All teachers assigned ST math objectives, small groups, and interventionists used this data to form small groups. Amira is used for reading intervention and small group.
Feb-Accomplished. We held DDI meetings January 26 and February 10. All teachers formed small groups based on data from the benchmark and/or MAP. MAP reading fluency activities are being used in small group for Kinder-2nd grade and genre practice for grades 3-5. Interventionists use it to form small groups.
April - Accomplished - DDI meetings have been held and during team time we are looking at student work and determining the next steps for small group activities/ skills

Performance Objective 2
Strategy 1 - PK will use Circle Data
Accomplished - Circle data was completed on 9/29 and small groups were formed based on the data.
Feb - Accomplished - Circle data was completed on Feb 11, 2026 and small groups were formed based on data.
April - Accomplished - teachers use circle data and they keep up with their data tracker.

Performance Objective 3
Strategy 1 - small groups based on exit tickets
Some progress - some teachers are meeting with small groups at least 15 minutes daily, but not 100% of teachers are. We have met during team time and discussed expectations for small group and the required stations such as teacher table, fluency station, amira, and writable stations. We also explained the difference in the tiers of students and how frequently to see them. We identified what is whole group and small group for re-teach purposes. We also provided guided time with coaching support to staff so they have intentional small groups. We also provided a structured format for for lesson planning.
Feb - Some progress - In February teachers in grades 3-5 formed small groups based on benchmark data and prepared lessons for small group on February 13th. Teachers in grades

Kinder-2nd used MAP data to form their small groups and identified skills to remediate. This was done at district purposeful planning.
April - Some progress - based on coaching walks and walkthroughs most teachers in grades 3-5 formed small groups based on exit tickets and small group progress monitoring and prepare. Teachers in grades k-2 used exit ticket data and aggressive monitoring to provide immediate feedback and form their small groups and identified skills to remediate in small group.

Strategy 2 - collaborate weekly to make instructions decisions regarding small group
Moderate progress - We plan weekly with grade levels and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.
Feb - Moderate progress - we are using active monitoring for tier 1, and how it aligns to small group. The bilingual department came on February 26th to present to each grade level
April - Moderate progress - we plan weekly with each grade level and provide support for small group. We provide feedback during coaching walks and walkthroughs.

Performance Objective 4

Strategy 1 - bluebonnet for tier 1 and Amira for tier 3

Considerable - Based on HQIM walks it was noted on November 13th that 100% of our reading teachers are using bluebonnet reading. 95% of our students have been using Amira effectively.
Feb - Moderate - Based on HWIM walks 95% of our students were using amira effectively, however due to ice storms and district testing there was a decrease in minutes on Amira. Communication was made to teachers during team time to ensure they are meeting the required district minutes each week.
April - Considerable - All students are meeting the required district minutes of Amira. 100% of teachers are using the Bluebonnet curriculum for tier 1 instruction.

Strategy 2 - Kinder teachers will utilize bluebonnet and add customizations

Some progress - Kinder teachers are internalizing lessons in the Bluebonnet curriculum. 3 out of 5 Kinder teachers are consistently using customizations in their internalizations to enhance Tier 1 instruction.
Feb - Some progress - Kinder teachers are internalizing lessons from the bluebonnet curriculum and 4 out of 5 kinder teachers consistently using customization in their internalizations.
April - Moderate progress - 5 out 5 Kinder teachers are consistently using customizations in their internalizations to enhance T1 instruction.

Performance Objective 5

Strategy 1 - use highly impactful teaching strategies

Some progress - When we rolled out the Instructional Playlist strategies, our campus focused on think-pair-share and sentence stems. 100% of the teachers are using these 2 strategies consistently. 70% stop and jot are being used in the classrooms. 5% of staff are using active monitoring.
Feb - Some progress - In January, we focused on active monitoring and screen to scratch for grades 2-5 to improve academic performance. We have increased from 5% to 50% of staff using active monitoring.
April - Moderate progress - We enforced active monitoring and require teachers to upload their documents, and we have been able to capture the laps documentation in their internalizations and see it in real time with walkthroughs.

Strategy 2 - teachers will conduct small groups and phonics focused lessons in small group with students at least 20-30 minutes daily

Some progress - math teachers are using catalyst math and ST math for small groups. November 4th and 6th was dedicated to training teachers on what small groups look like and the components of small groups, as well as using data (exit tickets, mid model, and end of module assessments for math) to form small groups. For reading, K-2 shifted focus from knowledge to a skills focus by using the skills assessment data to form small groups.
Feb - some progress - math teachers are using catalyst math and ST math for small groups. 3rd-5th teachers are using genre practice and exit tickets in small groups and tracking progress through Aware.
April - Moderate progress - math teachers are using catalyst math and st math for small groups. 3-5th grade teachers are using genre practice and exit tickets in small groups and tracking progress through Aware. During team time, teachers have brought student work samples, progress monitoring, and small group plans.

Performance Objective 6

Strategy 1 - using bluebonnet

Some progress - we plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.

Feb - Some progress - we continue to plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI. Teachers are also uploading their active monitoring sheets with their lesson internalizations.
April - Some progress - We plan weekly with each grade level and provide support for internalization. Our staff need more training in small group and progress monitoring.

Strategy 2 - collaborate and internalize with Sustain Ed
Moderate progress - We collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students.
Feb - Moderate progress - We continue to collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback.
April - Moderate progress - We continue to collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback.

Performance Objective 7
Strategy 1 - collaborate and use PLC process and direct data for instructional decisions
Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data.
Feb - Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data. The DDI agenda has been refined to provide more clarity when teachers are analyzing data.
April - Considerable progress - During team time we have improved and have made it part of the team time agenda to look at student work and discuss misconceptions and next steps. Follow up is made with coaching and walkthroughs.

Strategy 2 - use NWEA data to target small groups
Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment.
Feb - Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment. At least 40% of teachers are assigning objectives based on data.
April - Considerable - K-2 is using MAP data to target small groups. Grades 3-5 used high leverage TEKS to create small groups within their STAAR plan.

Goal 2
Performance Objective 1
Strategy 1 - use academic goal setting to include attendance so students can track their progress
No progress - We do not have 100% of staff using student goal setting to include attendance. Lack of professional development
Feb - Some progress - professional learning was conducted during team time starting in January. We are not at 100% of teachers using goal setting yet, at least 45% of teachers are goal setting with students.

April - Some progress - We are not at 100% of teachers using goal setting yet, at least 45% of teachers are goal setting with students. An area of growth is to include student atteance.

Performance Objective 2
Strategy 1 - Counselors will work with chronic AA absentee students
Some progress - for the second six weeks our campus received the attendance trophy for most improved attendance. The second six weeks total was 96.7%.
Feb - some progress - Counselors met with students biweekly, weekly, or as needed and meet with counselor 1-1 as needed.
April - Some progress - counselors are using counselor cash with students to incentivize coming to school

Goal 3
Performance Objective 1 - add morning activities for parents to engage in with their child
Considerable - We held muffins with mom on October 9th and had 416 participants
Feb - Considerable - in March, coffee with the principle will be provided in the morning for parents and counselors will provide tips for testing anxiety and reinforce attendance.
April - Considerable - In PK-2 we had a spring fling in March and had around 160 parents attend. In grades 3-5 we had parents come and write STAAR affirmations in the library.
We had Pastries with the Principal and Counselors to discuss coping with test taking strategies. This doubled compared to the fall coffee with the Principal.

Campus: ASJ

Formative Review- Notes

Jul 27, 2026

Participants: S Young (Counselor), V Sifuentes (Parent), R Morton (Principal), , J. Castillo (AP), A. Moore (AP), G. Rodriguez (AS), J. Parker, L. Hoya (Reading Interventionist)

We are conducting a formative review today to look at our CIP and decide if we are making progress on our strategies and make changes if necessary.

We do a formative review in November, February, and May, and July.

Goal 1
Performance Objective 1
Strategy 1 - PreK planning
Some progress has been made. We had our DDI (9/29) for Circle and data was put on the DDI form. Ms. Pedroza emails the team with lots of ideas and the teachers collaborate during planning to create engaging lessons.
Feb - Moderate progress, DDI on Feb 11, 2026
April - Moderate progress, weekly planning, EOY DDI planned for May
July - Some progress; English prek circle - early writing skills 87%, rapid vocabulary overall 80%, social emotional 89%, and phonological awareness 84%, story retell and comprehension 93%, rapid letter naming 81%; Spanish prek circle - rapid vocab 84%, rapid letter naming 87%, early writing 88%, social emotional 90%, story retelling and comprehension 92%, phonological awareness 84%, math was 79% for english and

spanish classes (since all in english)
Next year's recommendation: alliteration in english and spanish to increase BOY to EOY in percentage of “on track”; For math, focus on increasing the overall measure and have teachers use scaffolds, visuals, and manipulatives to support the English language instruction
Continue and focus on alliteration during small group and/or spiral in alliteration so students are having more practice. For math, bringing in more scaffolds, visuals, and manipulatives to support the English instruction. Collaborate and lesson rehearsal alliteration during PLT.

Strategy 2 - Weekly team collaboration
Some progress has been made. Improvements have been observed in teacher internalization and instructional strategies/playlist during classroom walkthroughs and instructional walks.
Feb - some progress has been made. The 2nd semester for team time has been centered around small group and progress monitoring, STAAR plans for 3rd-5th have been created using benchmark data and campus essential standards.
April - Some progress has been made -
July - Continue and modify - Collaborate and lesson rehearsal alliteration and different math scaffolds during PLT

Strategy 3 - HQIM
Considerable progress - 100% of teachers were using HQIM during the November 13th instructional walks. 100% of prek teachers are using the SAAVAS curriculum.
Feb - Considerable progress - Based on walkthroughs 100% of PreK teachers are using Saavas. HQIM walks on Mar 2, 2026 will provide another update, but based on walkthroughs, 100% of teachers are using Bluebonnet.
April - Considerable progress - coaching walks and walkthroughs are showing that teachers are using HQIM
July - Accomplished - teachers used the HQIM curriculum with fidelity. The growth opportunity will be to customize the lesson internalizatios and small groups to better meet the needs of students.

Strategy 4 - Read/Draw/Write
Some progress. Some teachers are using read/draw/write. We have some staff who need more PD on read/draw/write and learning will be designed to address this need in January.
Feb - Some progress - professional learning during team time in January focused around Read/Draw/Write. Based on walkthroughs, 60% of teachers are using R/D/W with fidelity.
April - moderate progress has been made - based on walkthroughs 70% of teachers are using the read, draw, write with fidelity.
July - Continue this strategy and improve to have 100% of teachers using RDW with consistency with students. Students showing their work and teachers using this as part of their progress monitoring.

Strategy 5 - use NWEA data
Accomplished. In September we had MAP DDI’s with each grade level for reading and math. All teachers assigned ST math objectives, small groups, and interventionists used this data to form small groups. Amira is used for reading intervention and small group.
Feb-Accomplished. We held DDI meetings January 26 and February 10. All teachers formed small groups based on data from the benchmark and/or MAP. MAP reading fluency activities are being used in small group for Kinder-2nd grade and genre practice for grades 3-5. Interventionists use it to form small groups.
April - Accomplished - DDI meetings have been held and during team time we are looking at student work and determining the next steps for small group activities/ skills

July - Continue to use MAP data for all students and ensure growth, but focusing on our subpopulations AA and Hispanic during intervention and small group instruction.

Performance Objective 2

Strategy 1 - PK will use Circle Data

Accomplished - Circle data was completed on 9/29 and small groups were formed based on the data.

Feb - Accomplished - Circle data was completed on Feb 11, 2026 and small groups were formed based on data.

April - Accomplished - teachers use circle data and they keep up with their data tracker.

July - Some progress was made: next year's recommendation: PK teachers meet every 3 weeks to look at the phonological awareness tracking, to make instructional adjustments to their small groups

Continue - meet every 3 weeks as a team to make instructional adjustments for students that focuses on phonological awareness.

Performance Objective 3

July - Some progress; Next year's recommendation: break this into two performance objectives. Increase the % of students in grades 3-5 scoring at Meets or above on STAAR reading from 36%-50%-we didn't attain this. Looking at the STAAR data to know what students didn't meet at or above , and target them in intervention. For the increase in % of AA students scoring at Meets or Above on STAAR reading from 17% to 27% was met- the actual number was 40%, so continuing knowing who the students are and intentionally targeting their needs during intervention.

Strategy 1 - small groups based on exit tickets

Some progress - some teachers are meeting with small groups at least 15 minutes daily, but not 100% of teachers are. We have met during team time and discussed expectations for small group and the required stations such as teacher table, fluency station, amira, and writable stations. We also explained the difference in the tiers of students and how frequently to see them. We identified what is whole group and small group for re-teach purposes. We also provided guided time with coaching support to staff so they have intentional small groups. We also provided a structured format for for lesson planning.

Feb - Some progress - In February teachers in grades 3-5 formed small groups based on benchmark data and prepared lessons for small group on February 13th. Teachers in grades

Kinder-2nd used MAP data to form their small groups and identified skills to remediate. This was done at district purposeful planning.

April - Some progress - based on coaching walks and walkthroughs most teachers in grades 3-5 formed small groups based on exit tickets and small group progress monitoring and prepare. Teachers in grades k-2 used exit ticket data and aggressive monitoring to provide immediate feedback and form their small groups and identified skills to remediate in small group.

July - Continue - train teachers on the difference between T2 and T3. Progress monitoring for exit tickets during tier 1 instruction and providing immediate interventions toward the T2 students. Using small group time to intervene with T3 students.

Strategy 2 - collaborate weekly to make instructions decisions regarding small group

Moderate progress - We plan weekly with grade levels and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.

Feb - Moderate progress - we are using active monitoring for tier 1, and how it aligns to small group. The bilingual department came on February 26th to present to each grade level

April - Moderate progress - we plan weekly with each grade level and provide support for small group. We provide feedback during coaching walks and walkthroughs.
July - Continue; we did meet weekly, but getting through the PLT agendas to get to the lesson “rehearsal” part of the agenda, and stamp next steps before teachers leave PLT

Performance Objective 4
Some progress; next year’s recommendation - break the performance objective and focus on our AA and Hispanic subpops to ensure they are meeting their growth target. Every student will have a student goal. Provide teachers with setting goals for students based on their data.
Strategy 1 - bluebonnet for tier 1 and Amira for tier 3
Considerable - Based on HQIM walks it was noted on November 13th that 100% of our reading teachers are using bluebonnet reading. 95% of our students have been using Amira effectively.
Feb - Moderate - Based on HWIM walks 95% of our students were using amira effectively, however due to ice storms and district testing there was a decrease in minutes on Amira. Communication was made to teachers during team time to ensure they are meeting the required district minutes each week.
April - Considerable - All students are meeting the required district minutes of Amira. 100% of teachers are using the Bluebonnet curriculum for tier 1 instruction.
July - Continue, but teachers will have T3 students track their Amira progress.

Strategy 2 - Kinder teachers will utilize bluebonnet and add customizations
Some progress - Kinder teachers are internalizing lessons in the Bluebonnet curriculum. 3 out of 5 Kinder teachers are consistently using customizations in their internalizations to enhance Tier 1 instruction.
Feb - Some progress - Kinder teachers are internalizing lessons from the bluebonnet curriculum and 4 out of 5 kinder teachers consistently using customization in their internalizations.
April - Moderate progress - 5 out 5 Kinder teachers are consistently using customizations in their internalizations to enhance T1 instruction.
July - Accomplished, 5 out of 5 Kinder teachers are consistently using customizations in their internalizations to enhance T1 instruction. The growth opportunity would be to strengthen T1 lesson delivery.

Performance Objective 5
Some progress - separate this objective into smaller performance objectives. Kinder 53%, 1st-42%, 2nd - 31% growth from BOY to EOY. Some grade levels were close, but didn’t meet the performance objective**.** For African American, Kinder - 56%, 1st - 31%, 2nd - 34%
Strategy 1 - use highly impactful teaching strategies
Some progress - When we rolled out the Instructional Playlist strategies, our campus focused on think-pair-share and sentence stems. 100% of the teachers are using these 2 strategies consistently. 70% stop and jot are being used in the classrooms. 5% of staff are using active monitoring.
Feb - Some progress - In January, we focused on active monitoring and screen to scratch for grades 2-5 to improve academic performance. We have increased from 5% to 50% of staff using active monitoring.
April - Moderate progress - We enforced active monitoring and require teachers to upload their documents, and we have been able to capture the laps documentation in their internalizations and see it in real time with walkthroughs.
July - Continue: We enforced active monitoring and require teachers to upload their documents, and we have been able to capture the laps documented in their internalizations and see it in real time with walkthroughs. We will continue this and look for these strategies during real time coaching and feedback.

Strategy 2 - teachers will conduct small groups and phonics focused lessons in small group with

students at least 20-30 minutes daily
Some progress - math teachers are using catalyst math and ST math for small groups. November 4th and 6th was dedicated to training teachers on what small groups look like and the components of small groups, as well as using data (exit tickets, mid model, and end of module assessments for math) to form small groups. For reading, K-2 shifted focus from knowledge to a skills focus by using the skills assessment data to form small groups.
Feb - some progress - math teachers are using catalyst math and ST math for small groups. 3rd-5th teachers are using genre practice and exit tickets in small groups and tracking progress through Aware.
April - Moderate progress - math teachers are using catalyst math and st math for small groups. 3-5th grade teachers are using genre practice and exit tickets in small groups and tracking progress through Aware. During team time, teachers have brought student work samples, progress monitoring, and small group plans.
July - Continue - math teachers are using catalyst math and st math for small groups. 3-5th grade teachers are using genre practice and exit tickets in small groups and tracking progress through Aware. During team time, teachers have brought student work samples, progress monitoring, and small group plans. Add: Student goal setting and students tracking /accountability for their growth goal.

Performance Objective 6
Some progress - Increase the percentage of students in grades 3-5 scoring at meets or above on STAAR math from 33% in May 2025 to at least 43% by May 2026. We didn't meet this 23% for all. Increase the percentage of African American students in grade 3-5 scoring at Meets or above on STAAR math from 13% in May 2025 to at least 23% by May 2026 - we did meet that with 25%.
Strategy 1 - using bluebonnet
Some progress - we plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI.
Feb - Some progress - we continue to plan weekly with each grade level and provide support for internalization. We provide exemplars, feedback, and look fors in their internalization. We also send calendar invites for DDI and provide a YAG to the grade levels for the DDI. Teachers are also uploading their active monitoring sheets with their lesson internalizations.
April - Some progress - We plan weekly with each grade level and provide support for internalization. Our staff need more training in small group and progress monitoring.
July - Continue - We plan weekly with each grade level and provide support for internalization. Our staff need more training in small group and progress monitoring earlier in the school year.

Strategy 2 - collaborate and internalize with Sustain Ed
Moderate progress - We collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students.
Feb - Moderate progress - We continue to collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback.
April - Moderate progress - We continue to collaborate and work with Sustain Ed two times weekly and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback.
July - Continue - We collaborate and work with Sustain Ed two-four times weekly, and we focus on the implementation of the curriculum, but also do walks to provide immediate feedback to ensure success for

students. We also use a coaching tracker for the ILT team and Sustain Ed to track progress of instructional strategies with real time coaching providing in the moment feedback. We will also implement the district lesson internalization tracker and protocol.

Performance Objective 7
No progress - 3rd grade met at 21%, 50% for 4th grade, 40% for 5th grade (which is 37% total)
Strategy 1 - collaborate and use PLC process and direct data for instructional decisions
Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data.
Feb - Moderate progress - most teachers collaborate and use the PLC process to make instructional decisions. There are gaps in some grade levels when it comes to making instructional decisions based on the data. The DDI agenda has been refined to provide more clarity when teachers are analyzing data.
April - Considerable progress - During team time we have improved and have made it part of the team time agenda to look at student work and discuss misconceptions and next steps. Follow up is made with coaching and walkthroughs.
July - Continue - ensuring we are getting through the PLT agenda, allowing the bulk of time for lesson rehearsals, and stamping action items/next steps

Strategy 2 - use NWEA data to target small groups
Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment.
Feb - Considerable - we trained our staff on MAP and completed MAP DDI and teachers had to assign objectives based on math MAP. For Amira, the students follow their pathway from the pre-assessment. At least 40% of teachers are assigning objectives based on data.
April - Considerable - K-2 is using MAP data to target small groups. Grades 3-5 used high leverage TEKS to create small groups within their STAAR plan.
July - Accomplished - ST math puzzles were uploaded into Aware and for Amira uploaded the stories and minutes to target small groups.

Goal 2
Met - We updated our attendance plan including incentives for teachers and students. In May of 2025 there was 20 students with 430 absences, in May 2026 there were 20 students with 267 for a decrease in 37.9%
Performance Objective 1
Strategy 1 - use academic goal setting to include attendance so students can track their progress
No progress - We do not have 100% of staff using student goal setting to include attendance. Lack of professional development
Feb - Some progress - professional learning was conducted during team time starting in January. We are not at 100% of teachers using goal setting yet, at least 45% of teachers are goal setting with students.
April - Some progress - We are not at 100% of teachers using goal setting yet, at least 45% of teachers are goal setting with students. An area of growth is to include student attendance.
July - Continue - teachers to include attendance as part of the student goal, so students can track their days missed

Performance Objective 2
Some progress - We had 5 students who received OSS for the 2026 SY, 1 student was AA. We have a total of 61AA students, so 1.6%

Strategy 1 - Counselors will work with chronic AA absentee students
Some progress - for the second six weeks our campus received the attendance trophy for most improved attendance. The second six weeks total was 96.7%.
Feb - some progress - Counselors met with students biweekly, weekly, or as needed and meet with counselor 1-1 as needed.
April - Some progress - counselors are using counselor cash with students to incentivize coming to school
July - Accomplished - The goal was met. We will implement our new attendance plan for the 2026 school year.

Goal 3
Met - We had muffins with mom, pastries with the principal, coffee with the counselors, Spring Fling, Affirmation Writing, and Field Days
Performance Objective 1 - add morning activities for parents to engage in with their child
Considerable - We held muffins with mom on October 9th and had 416 participants
Feb - Considerable - in March, coffee with the principle will be provided in the morning for parents and counselors will provide tips for testing anxiety and reinforce attendance.
April - Considerable - In PK-2 we had a spring fling in March and had around 160 parents attend. In grades 3-5 we had parents come and write STAAR affirmations in the library.
We had Pastries with the Principal and Counselors to discuss coping with test taking strategies. This doubled compared to the fall coffee with the Principal.
July - In PK-2 we had a spring fling in March and had around 160 parents attend. In grades 3-5 we had parents come and write STAAR affirmations in the library.
We had Pastries with the Principal and Counselors to discuss coping with test taking strategies. This doubled compared to the fall coffee with the Principal.

Title I Personnel

Name	Position	Program	FTE
Jonni Parker	Math Intervention Specialist	Title I	NaN
Lizbeth Hoya	Reading Interventionist	Title I	NaN
Myrna Andolz	Parent Liaison	Title I	NaN

Irving Independent School District

Keyes Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:22 AM

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 9

School Processes & Programs 14

Perceptions 18

Priority Problem Statements 21

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 26

Goals 27

Goal 1 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 28

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 36

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 39

State Compensatory Education 42

Budget for Keyes Elementary School 43

Personnel for Keyes Elementary School 43

Title I Summary 44

Title I 45

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 45

1.1 Description of CNA Process 45

1.2 Location for Evidence of Multiple Meetings Held 45

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 46

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 46

2.2 Stakeholders 1114(b)(2) 46

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 46

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 47

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 47

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 47

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 47

Title I Personnel 48

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

School performance data indicates a decline in both Math and Reading, particularly among students performing at the Meets and Masters achievement levels compared to the previous school year. Analysis of instructional practices suggests that a contributing factor was the lack of consistency in the implementation of targeted small-group instruction. Additionally, the absence of a systematic data-tracking and progress-monitoring process made it difficult to consistently document small-group interventions, monitor student growth, and determine whether instructional strategies were producing the desired outcomes.

Moving forward, the campus will prioritize the implementation of consistent, data-driven small-group instruction in Math and Reading, supported by a campus-wide tracking system. Teachers and instructional leaders will regularly monitor student performance, document small-group implementation, analyze progress, and adjust instruction based on student needs. Particular attention will be given to students at or approaching the Meets and Masters levels to prevent regression, accelerate academic growth, and increase overall student achievement.

Demographics

Summary

Based on the latest available data (2025-2026), Keyes Elementary in Irving ISD serves a highly diverse student population with significant representation of economically disadvantaged and English learner students:

- **Race/Ethnicity:**
    - Hispanic: 96.23
    - African American: 1.15%
    - Asian American: 0.45%
    - Native Hawaiian-Pacific Islander 1.51%
    - Two or More Races: 0.30%
- **Economically Disadvantaged:** Approximately **89.44%** of students are identified as economically disadvantaged.
- **English Learners (EB/EL):** Roughly **65.6%** of students are current or monitored English learners.
- **Special Education:** 15.23**%** of students receive special education services.
- **Continuous Enrollment & Mobility:** The campus has a high mobility rate with **21.2%**, with **74.4%** of students continuously enrolled year-to-year.
- **504:** 7 students (1st - 5th Grade)
- **GT:** 88 Students (1st - 5th Grade)
- **Homeless:** 7 students (1st - 5th Grade)
- **Class Size:** 22 students
- **Staffing Changes / Characteristics :** 7 TCS
- **Key stakeholders/ community partners:** None
- **Historical Attendance/Chronic Absenteeism:** 93.5% / 7 students with chronic absenteeism
- **Discipline/Suspension:** Not a problem,
- **Tardy:** 1.16%
- **Dropout Data: N/A**
- **Clearly state Keyes is CSI and that SPED missed is target.**

Strengths

Strong Cultural and Linguistic Diversity

- With approximately **96.23% Hispanic and 72.55% English Learners (EB/EL)**, Keyes has a rich bilingual community that provides opportunities for dual-language and culturally responsive instruction.

- This diversity can foster **multilingual communication skills** and cultural awareness among students and staff.

High Community Representation and Engagement Potential

- The large proportion of **economically disadvantaged families (89.44%)** often leads to strong community identity and shared experiences.
- This can be leveraged to build **family-school partnerships**, community-based learning, and wraparound services that address student needs holistically.

TELPAS Growth Momentum

- TELPAS data shows ongoing progress in English proficiency, with an increasing number of students moving toward **Advanced and Advanced High levels**.
- This reflects the **effectiveness of language acquisition supports** and indicates that EL students are successfully progressing toward reclassification.

Inclusive Support Systems

- Serving **15.23% Special Education students**, Keyes has established inclusion practices and intervention frameworks that can support diverse learners, including those with disabilities.

Stable Core Enrollment

- Despite some mobility, **75.1% of students remain continuously enrolled**, allowing for consistent implementation of multi-year instructional and intervention programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The campus needs to strengthen Tier I instruction by ensuring consistent integration of academic language development, structured student discourse, and language scaffolds to accelerate English language proficiency for all English learners.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.
2 ★	Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.	Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.
3	SPED did not meet the target for Academic achievement 26%	Differentiated instruction was not implemented consistently. Data was not used consistently to provide teacher support.

★ = Priority

Student Learning

Summary

Overall STAAR Performance – Grades 3–5 Combined

Performance Level	Keyes Elementary	Irving ISD (District Avg)
Approaches	54.3%	54.6%
Meets	25.6%	27.3%
Masters	9.6%	10.3%
Domain 1 Score	**35%**	33%

SPED:

Keyes is CSI and missed the SPED target. Only 17% of our students passed for Academic Achievement; we needed 26% for our Accountability Rating.

Keyes Elementary is committed to ensuring high levels of learning for all students through the implementation of targeted intervention systems, progress monitoring, and data-driven instructional practices. The campus utilizes the requirements outlined in HB 1416, Response to Intervention (RTI), CIRCLE Progress Monitoring, and student achievement data to identify learning gaps, provide timely interventions, and increase student growth in reading and mathematics.

The campus intervention framework incorporates HB 1416 Student Success Plans for students who do not meet grade-level expectations on state assessments. Individualized plans are developed and monitored collaboratively by teachers, interventionists, administrators, and families to ensure students receive targeted supports aligned to identified areas of need. Through regular data meetings and progress reviews, instructional adjustments are made to accelerate student achievement and close learning gaps.

The RTI process serves as a critical component of the campus improvement model. Students are identified through universal screening measures, classroom performance data, and progress monitoring tools. Tiered interventions provide increasing levels of support based on student needs, with frequent progress monitoring used to evaluate effectiveness and determine next instructional steps. This systematic approach ensures that students receive timely academic interventions before learning gaps widen.

Early literacy development remains a campus priority. CIRCLE Progress Monitoring data is used to assess student readiness and growth in Pre-K and early childhood programs. Data from CIRCLE screener domains, including phonological awareness, letter-sound knowledge, vocabulary, rapid naming, and language comprehension, guide instructional planning and intervention services. Analysis of CIRCLE results indicates growth across multiple early literacy indicators; however, targeted support continues to be necessary for student groups demonstrating below-benchmark performance. Teachers utilize small-group instruction, intentional literacy routines, and ongoing progress monitoring to strengthen foundational reading skills and increase kindergarten readiness outcomes.

The campus continues to focus on closing achievement gaps among student groups identified through Comprehensive Support and Improvement (CSI) data. Student achievement and growth data indicate the need to accelerate learning outcomes, particularly in reading and mathematics for historically underperforming student groups, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, and African

American and Hispanic student populations. Campus leadership and instructional teams regularly analyze assessment results, growth measures, and subgroup performance data to identify trends and develop targeted action plans.

In reading, the campus is implementing targeted small-group instruction, high-quality Tier I literacy practices, intervention supports, and progress monitoring systems to increase student growth across all student groups. Reading instruction emphasizes phonemic awareness, phonics, fluency, vocabulary development, comprehension strategies, and student discourse to ensure all learners have equitable access to grade-level content. Particular attention is given to student groups identified through CSI data to increase achievement and reduce performance gaps.

In mathematics, teachers utilize data-driven instructional practices, intervention blocks, small-group instruction, and frequent formative assessments to address unfinished learning and strengthen conceptual understanding. Mathematics interventions focus on number sense, problem-solving, mathematical reasoning, and fluency. Student performance data is analyzed by subgroup to monitor growth and ensure targeted supports are implemented for students demonstrating the greatest academic need.

Keyes Elementary will continue to strengthen systems for intervention, progress monitoring, and instructional responsiveness to ensure all students demonstrate measurable growth. Through the implementation of HB 1416 Student Success Plans, RTI interventions, CIRCLE Progress Monitoring, and targeted CSI improvement efforts, the campus is committed to closing achievement gaps, increasing student growth in reading and mathematics, and ensuring every student is prepared for future academic success.

Science Data:

	May 2026 STAAR Science, Grade 5								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Exclud
Farine	89	17	0	43.24%	0%	0%	0%	05/01/26	-
Brandenburg	98	17	0	43.22%	0%	0%	0%	05/01/26	-
Gilbert	108	16	0	41.95%	0%	0%	0%	05/01/26	-
Thomas Haley Element	82	15	0	39.02%	0%	0%	0%	05/01/26	-
Good	89	15	0	38.92%	0%	0%	0%	05/01/26	-
Keyes	104	15	0	38.21%	0%	0%	0%	05/01/26	-
Lively	111	15	0	37.91%	0%	0%	0%	05/01/26	-
Stipes	116	14	0	36.49%	0%	0%	0%	05/01/26	-
Townsell	92	14	0	36.15%	0%	0%	0%	05/01/26	-
Townley	103	14	0	36.02%	0%	0%	0%	05/01/26	-
Lee	92	14	0	35.65%	0%	0%	0%	05/01/26	-
Hanes	98	13	0	33.88%	0%	0%	0%	05/01/26	-

Texas Education Agency

2026 Accountability Rating Overall Summary
KEYES EL (057912109) - IRVING ISD - DALLAS COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**61**	**D**	
Student Achievement		**60**	**D**	**0%**
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**66**	**D**	**70%**
Academic Growth	56	60	D	
Relative Performance (Eco Dis: 89.4%)		66	D	✓
Closing the Gaps	**7**	**48**	**F**	**30%**

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Strengths

Our school demonstrated positive growth in TELPAS performance, increasing from **0 points to 2 points**. This improvement reflects meaningful progress in the English language development of our emergent bilingual students.

The increase was driven by improved performance across the **five TELPAS components**, demonstrating growth in students' English language proficiency. These gains highlight the impact of intentional language-development strategies, targeted support, and consistent opportunities for students to strengthen their academic English skills.

This progress represents an important step forward for our campus. Moving from 0 to 2 points demonstrates that our instructional efforts are producing measurable results. Moving forward, we will continue to analyze TELPAS data, strengthen instruction across all language domains, and provide targeted interventions to accelerate student progress and sustain continued growth.

Keyes Elementary demonstrated strong academic growth during the 2024-2025 school year. Campuswide performance increased from 29% to 36% in Reading Meets Grade Level and from 27% to 38% in Mathematics Meets Grade Level. The most significant gain occurred in Grade 3 Mathematics, which improved by 29 percentage points. Hispanic, Economically Disadvantaged, and Emergent Bilingual students all showed measurable gains in achievement and annual growth measures, with reading growth increasing to 65% and mathematics growth increasing to 60% campuswide. These results reflect the positive impact of data-driven instruction, targeted interventions, and focused support for CSI student groups.

- The campus increased overall performance at the Meets Grade Level standard from 27% to 34% across all subjects.
- Students meeting both Reading and Mathematics standards increased from 18% to 25%, demonstrating improvement in college and career readiness indicators.
- Reading growth increased from 58% to 65% and Mathematics growth increased from 57% to 60%, showing that more students achieved expected or accelerated academic progress.
- Hispanic, Economically Disadvantaged, and Emergent Bilingual student groups all demonstrated gains in reading and mathematics, supporting the campus focus on closing achievement gaps for historically underserved populations.

Hispanic Students (90.7% of Enrollment)

- Reading Meets Grade Level increased from **27% to 36%** (+9 points).
- Mathematics Meets Grade Level increased from **26% to 38%** (+12 points).
- Annual Growth for Hispanic students reached **62% across all tested subjects**.

Economically Disadvantaged Students (91.9% of Enrollment)

- Reading Meets Grade Level increased from **27% to 35%** (+8 points).
- Mathematics Meets Grade Level increased from **27% to 37%** (+10 points).
- Reading Growth increased from **59% to 65%**.
- Mathematics Growth increased from **55% to 61%**.

Emergent Bilingual Students (72.5% of Enrollment)

- Reading Meets Grade Level increased from **26% to 32%** (+6 points).
- Mathematics Meets Grade Level increased from **27% to 33%** (+6 points).
- Reading Annual Growth increased from **59% to 64%**.
- Mathematics Annual Growth increased from **55% to 60%**.

Significant Growth in Mathematics Performance

- Grade 3 Math Meets increased from **18% to 47%** (+29 points).
- Grade 3 Math Masters increased from **3% to 17%** (+14 points).
- Grade 5 Math Meets increased from **28% to 36%** (+8 points).
- All Grades Math Meets increased from **27% to 38%** (+11 points).
-
- **Improvement in Reading Performance**
- Grade 5 Reading Meets increased from **33% to 43%** (+10 points).
- Grade 4 Reading Meets increased from **27% to 35%** (+8 points).
- All Grades Reading Meets increased from **29% to 36%** (+7 points).

Strong Student Growth

- Overall Annual Growth increased from **57% to 63%**.
- ELA/Reading Growth increased from **58% to 65%**.
- Grade 5 Reading Growth increased from **58% to 68%**.
- Grade 5 Math Growth increased from **48% to 58%**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 21.5% of students are scoring at Meets or above in Reading .	Foundational Reading Skills Still Developing- students may not have built sufficient vocabulary, fluency, or comprehension to succeed on grade-level texts.
2 ★	Gaps in Higher-Order Thinking and Application.	Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.
3 ★	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.
4 ★	Teachers need increased support in using formative assessment data, differentiation, and targeted small-group instruction to accelerate student achievement and increase the percentage of K-2 students projected to reach Meets and Masters performance levels.	This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.
5 ★	Keyes Elementary's Special Education student performance of 17% was below the 26% target by 9 percentage points.	Did not consistently use progress-monitoring data to identify and address the specific academic needs of Special Education students.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- Standards-Aligned Core Instruction: Reading/Language Arts and Math instruction guided by TEKS and supported with NWEA MAP growth data and STAAR projections for targeted instruction.
- Bilingual and ESL Programs: Spanish-language assessments and instructional supports for English Learners, including TELPAS monitoring of language proficiency growth.
- Early Childhood Readiness: Pre-K Circle Progress Monitoring for early literacy, math, and social-emotional skills.
- Intervention & Acceleration: Small-group instruction and Tier II/Tier III interventions for students not meeting grade-level benchmarks.

Professional Development

- Ongoing teacher training in data-driven instruction, language development strategies for ELs, and differentiated instructional practices.
- Professional learning communities (PLTs) facilitate collaborative planning and analysis of student progress.
- Coaching and support for teachers in guided reading and math problem-solving approaches.

Leadership & Decision-Making

- Campus Leadership Team (administrators, instructional coaches, grade-level leads) meets regularly to analyze data and adjust instructional focus.
- Use of data meetings (e.g., reviewing STAAR and MAP projections) to make instructional and staffing decisions.
- Targeted Support and Improvement (TSI) status triggers collaborative planning with district leaders for subgroup performance improvement.

Communication

- Regular communication with staff through weekly meetings and PLTs.
- Family engagement: Bilingual parent outreach to support dual-language families and share academic progress.
- Data dashboards and reports used for transparent communication with teachers and stakeholders.

Organization, Scheduling, Support Services

- Flexible scheduling: Time allocated for interventions and enrichment blocks.
- Special education support: Dedicated services for students with IEPs.
- Student support teams coordinate behavior interventions and SEL programs.

Extracurricular/Cocurricular Opportunities

- After-school tutoring and academic clubs aimed at improving STAAR readiness.
- Bilingual family nights and literacy/math events to support home-school connections.

Technology Integration/Plan

- Technology-enhanced instruction: MAP testing, online literacy programs, and digital math platforms integrated into classrooms.
- Access to devices and digital tools to support blended learning and progress monitoring.

Keyes Elementary implements a comprehensive system of programs and processes designed to support academic excellence, staff development, student well-being, and campus safety. The campus utilizes a strategic recruitment process that includes participation in district hiring events, partnerships with educator preparation programs, and targeted outreach efforts to attract and retain highly qualified personnel. School safety is monitored through established safety protocols, regular safety drills, visitor management procedures, supervision plans, and ongoing collaboration with district safety and security personnel. The campus fosters a safe and supportive learning environment through the implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning practices, and proactive student support systems. To prevent bullying, school counselors provide grade-level guidance lessons throughout the year focused on conflict resolution, respectful relationships, responsible decision-making, and reporting procedures. Drug awareness and prevention are promoted through counselor-led lessons, school-wide awareness activities, and age-appropriate instruction that encourages healthy choices and personal responsibility. Violence prevention efforts are embedded within the campus culture through explicit behavioral expectations, restorative practices, counseling services, and intervention supports. Keyes Elementary maintains a year-round system of support for new and struggling teachers through mentoring, instructional coaching, professional learning communities, collaborative planning, and targeted professional development opportunities. Campus administrators provide ongoing feedback through classroom observations, coaching conversations, and data reviews to support continuous improvement in instructional practice. Collectively, these systems and programs ensure that Keyes Elementary maintains a safe, supportive, and highly effective learning environment that promotes academic success and positive outcomes for all students and staff.

Strengths

Effective Programs and Processes – Strengths

1. Bilingual/ESL Program Implementation

Keyes Elementary demonstrated measurable growth in English Learner progress, with the campus increasing its **TELPAS performance from 0 points to 2 points**. This improvement was driven by increased student performance across the **five TELPAS components**, reflecting stronger English language development and progress among emergent bilingual students. The growth demonstrates the impact of intentional language instruction, targeted ESL supports, academic vocabulary development, and consistent opportunities for students to develop and apply their English language skills across content areas.

Strength Summary: Keyes Elementary's bilingual/ESL programming and targeted language supports contributed to measurable TELPAS growthresulting in an increase from **0 to 2 points**. Continued focus on the five TELPAS components will help sustain this progress and further accelerate English language proficiency.

2**. Early Childhood Instructional Foundations**

Pre-K classrooms led by Ms. Maricela Raimundo and Ms. Maria Limon-Garcia posted high performance in Circle Progress Monitoring domains, including Rapid Letter Naming, Vocabulary, Phonological Awareness, and Math Readiness. These results show that foundational literacy and numeracy skills are being established effectively.

Strength Summary: The Pre-K program is successfully preparing students for early academic success through intentional literacy

and numeracy instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.	Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.
2 ★	Student writing performance in grades 3-5 is below expectations, as indicated by MAP assessments and STAAR projections.	Writing instruction lacks consistency and depth across grade levels, with limited opportunities for extended writing practice.
3 ★	Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

★ = Priority

Perceptions

Summary

Surveys, Interviews, and Focus Groups

- Limited survey and interview data are available in the current reports.
- Anecdotal evidence (from parent participation levels and workshop attendance) suggests **moderate engagement** with room for growth in academic understanding and home support.

Parent Engagement Evaluations, Feedback & Participation

- **Strength:** Bilingual communication ensures information reaches most families. Family events and bilingual academic nights are offered.

Culture, Climate, Values, and Beliefs

- **Positive Climate:** SEL assessments in Pre-K show high scores (87–89%) in positive social behaviors and classroom community.
- **Beliefs:** Staff and leadership are committed to improving subgroup performance and language acquisition (reflected in TSI improvement planning).

Community Partnerships and Volunteer Data

- Existing community resources provide some support services, but partnership data is limited.
- **Opportunity:** Expand partnerships for academic mentoring, after-school programs.

Staff Surveys and Feedback

- Not explicitly reported, but CIP and leadership processes indicate ongoing staff collaboration through PLTs and leadership meetings.

Communication Data

- **Strength:** Effective bilingual communication channels with parents and staff.

Staff Retention

- No specific turnover data provided.
- **Observation:** PD, coaching, and leadership efforts indicate retention is a focus; additional data collection would clarify trends.

Strengths

Keyes Elementary is committed to using current data to better understand the needs of students, staff, families, and the school community. For planning purposes, the following percentages are illustrative estimates and should be replaced with actual campus data when available. Recent school climate surveys indicate that approximately 82% of respondents have a positive perception of the school environment. Student attendance is estimated at 94%, with attendance rates across demographic groups ranging from approximately 91% to 96%. Staff attendance is estimated at 95%, with an average staff absence rate of about 5%. Parent and community participation in campus activities is estimated at 68%. Approximately 72% of families are estimated to participate in conferences, school events, volunteer opportunities, or other campus activities. Stakeholder survey results suggest that about 80% of participants feel they have opportunities to provide input regarding campus programs and decisions. Approximately 75% of staff and families are estimated to understand and support the campus vision and mission. Graduation rate is N/A for Keyes Elementary because graduation data does not apply at the elementary school level. These estimated data points can help Keyes Elementary identify priorities for improving attendance, school climate, family engagement, staff support, and overall student

success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.
2 ★	Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.	Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Only 21.5% of students are scoring at Meets or above in Reading .	Foundational Reading Skills Still Developing- students may not have built sufficient vocabulary, fluency, or comprehension to succeed on grade-level texts.
2	Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.	Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.
3	Teachers need increased support in using formative assessment data, differentiation, and targeted small-group instruction to accelerate student achievement and increase the percentage of K-2 students projected to reach Meets and Masters performance levels.	This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.
4	Student writing performance in grades 3-5 is below expectations, as indicated by MAP assessments and STAAR projections.	Writing instruction lacks consistency and depth across grade levels, with limited opportunities for extended writing practice.
5	The campus needs to strengthen Tier I instruction by ensuring consistent integration of academic language development, structured student discourse, and language scaffolds to accelerate English language proficiency for all English learners.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.
6	Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.	Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.

7 ★	Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .
8 ★	Gaps in Higher-Order Thinking and Application.	Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.
9 ★	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.
10 ★	Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.	Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.
11 ★	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.
12 ★	Keyes Elementary's Special Education student performance of 17% was below the 26% target by 9 percentage points.	Did not consistently use progress-monitoring data to identify and address the specific academic needs of Special Education students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Goals

Goal 1 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

PK Proficiency: By the end of May 2027, Keyes Elementary will increase PK student proficiency in English/ Spanish Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing from the current baseline percentages to the established campus target percentages.

Evaluation Data Source: Circle Data

Strategy 1

Administration, PK teachers, the academic specialist, and interventionist will use assessment data to identify student needs in English/Spanish Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing. Student achievement will be targeted through differentiated small-group instruction, intervention, hands-on learning, and frequent progress monitoring to adjust instruction based on student performance.

Strategy's Expected Result/Impact: To establish a strong sense of leadership and commitment among the teaching staff, by offering opportunities for leadership throughout the year, teachers will feel valued and gain experience in leadership roles.

Staff Responsible for Monitoring: instructional team and administration

Problem Statements: Student Learning 3

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 2

K-2 Literacy: By the end of May 2027, Keyes Elementary will increase K-2 literacy achievement, as measured by Rapid Letter Naming, Rapid Vocabulary, and Math, from current baseline percentages to established campus target percentages.

Evaluation Data Source: Unit Assessments, Exit Tickets, AMIRA Data

Strategy 1

Administration and the instructional team, including the academic specialist and interventionist, will analyze K-2 assessment data to identify skill gaps in Rapid Letter Naming, Rapid Vocabulary, and foundational literacy and math skills. Student achievement will be targeted through explicit instruction, flexible small groups, targeted intervention, exit tickets, and regular progress monitoring.

Strategy's Expected Result/Impact: Teachers will feel supported and valued

Staff Responsible for Monitoring: Administration team

Problem Statements: Student Learning 3

Funding Sources: 211 - Title I-A,

Formative Reviews

November	February	April	June

Strategy 2

Teachers will receive instructional coaching support and guidance with lesson internalization from Sustain Ed Reading and Math campus coaches.

Strategy's Expected Result/Impact: Teachers will be able to implement the curriculum effectively.

Staff Responsible for Monitoring: Administration team and Interventionist

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus needs to strengthen Tier I instruction by ensuring consistent integration of academic language development, structured student discourse, and language scaffolds to accelerate English language proficiency for all English learners.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 3

Grades 3-5 STAAR Reading: By the end of May 2027, Keyes Elementary will increase Grades 3-5 STAAR Reading performance from the current campus baseline to the established campus target, while increasing the performance of the most-marginalized student group from its current baseline to its target and establishing a numeric SPED target.

Evaluation Data Source: STAAR

Strategy 1

Administration, Grades 3-5 teachers, the academic specialist, and interventionist will analyze STAAR, benchmark, common assessment, and student-group data to identify priority TEKS and achievement gaps. Student achievement, including the performance of SPED and the identified most-marginalized student group, will be targeted through small-group intervention, TEKS-aligned instruction, exit tickets, constructed-response practice, and frequent data reviews.

Strategy's Expected Result/Impact: Students attendance will increase

Staff Responsible for Monitoring: attendance committee

Problem Statements: Student Learning 3

Funding Sources: 199 - General Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 4

K-5 MAP Reading: By the end of May 2027, Keyes Elementary will increase K-5 MAP Reading performance from the current campus baseline to the established campus target and increase the performance of the most-marginalized student group from its baseline to its established target.

Evaluation Data Source: MOY MAP

Strategy 1

PO4 - K-5 MAP Reading Strategy: Administration and the instructional team will review MAP Reading data by grade level, student group, and instructional domain to identify individual student growth needs. Teachers will provide differentiated small-group instruction and targeted intervention aligned to MAP learning needs, while using progress-monitoring data, exit tickets, and student goal-setting to measure growth and adjust instruction.

Problem Statements: Student Learning 4

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Teachers need increased support in using formative assessment data, differentiation, and targeted small-group instruction to accelerate student achievement and increase the percentage of K-2 students projected to reach Meets and Masters performance levels.	This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.

Performance Objective 5

Grades 3-5 STAAR Math: By the end of May 2027, Keyes Elementary will increase Grades 3-5 STAAR Math performance from the current campus baseline to the established campus target in Meets and Masters, while increasing the performance of the most-marginalized student group from its baseline to its target and establishing a numeric SPED target.

Evaluation Data Source: STAAR

Strategy 1

Administration, Grades 3-5 teachers, the academic specialist, and interventionist will analyze STAAR, benchmark, and common assessment data to identify priority math TEKS and student misconceptions. Student achievement at Meets and Masters, particularly for SPED and the identified most-marginalized student group, will be targeted through small-group intervention, spiral review, problem-solving practice, exit tickets, and data-driven reteaching.

Problem Statements: Demographics 2

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.	Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.

Performance Objective 6

Grade 5 STAAR Science: By the end of May 2027, Keyes Elementary will increase Grade 5 STAAR Science performance from the current campus baseline to the established campus target and increase the performance of the most-marginalized student group from its baseline to its established target.

Evaluation Data Source: STAAR

Strategy 1

Administration, Grade 5 teachers, the academic specialist, and interventionist will analyze assessment data to identify high-priority Science TEKS, prerequisite skill gaps, and student-group needs. Student achievement will be targeted through hands-on investigations, vocabulary development, small-group intervention, STAAR-aligned practice, exit tickets, and targeted reteaching based on ongoing assessment results.

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus needs to strengthen Tier I instruction by ensuring consistent integration of academic language development, structured student discourse, and language scaffolds to accelerate English language proficiency for all English learners.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.

Performance Objective 7

K-5 MAP Math: By the end of May 2027, Keyes Elementary will increase K-5 MAP Math performance from the current campus baseline to the established campus target and increase the performance of the most-marginalized student group from its baseline to its established target.

Evaluation Data Source: MOY MAP

Strategy 1

Administration and the instructional team will analyze MAP Math data by grade level, instructional domain, and student group to identify areas requiring accelerated growth. Teachers

will provide differentiated small-group instruction, targeted intervention, spiral review, and individualized learning opportunities while using exit tickets and MAP progress-monitoring data to adjust instruction and monitor student growth.

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 8

TELPAS Composite Growth: By the end of May 2027, Keyes Elementary will increase TELPAS composite growth for Emergent Bilingual students from the current campus baseline to the established 2027 campus target, demonstrating measurable annual progress in English language proficiency.

Evaluation Data Source: TELPAS ASSESSMENT

Strategy 1

Administration, teachers, the academic specialist, interventionist, and staff supporting Emergent Bilingual students will analyze TELPAS and classroom language-development data to identify individual language proficiency needs. Students will receive intentional opportunities to develop listening, speaking, reading, and writing through content-based language instruction, academic vocabulary, structured conversations, small-group support, writing activities, and ongoing progress monitoring toward TELPAS growth.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.	Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all student

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 10 % to 5% by May 2027.

Evaluation Data Source: weekly attendance meeting

Strategy 1

Implement a tiered attendance intervention system that combines early identification, family engagement, student incentives, and individualized support. Attendance data will be reviewed weekly to identify students beginning to show patterns of absenteeism so interventions can occur before students become chronically absent.

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Campus counselors will have Parent Counselor Corner meetings on topic such as attendance, post secondary education, and student success initiatives throughout the year.

Strategy's Expected Result/Impact: Increase parent involvement.

Staff Responsible for Monitoring: Counselors and Administration

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A, , 199 - General Funds,

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

Performance Objective 2

95% of teachers will report feeling supported and valued in their profession.

Evaluation Data Source: Feedback Sessions

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Implement a Teacher Support and Recognition System focused on consistent communication, meaningful recognition, professional growth, shared decision-making, and responsive leadership. Campus leaders will regularly gather teacher feedback, respond to identified needs, recognize contributions, and provide targeted resources and professional support.

Strategy's Expected Result/Impact: Teacher retention 95%

Staff Responsible for Monitoring: administrators

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.	Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

Performance Objective 3

We will grow teacher leaders by offering opportunities for leadership throughout the year and retain 90-100% of our faculty by May 2026.

Evaluation Data Source: End of year turnover rate

Strategy 1

The leadership team will implement coaching cycles through out the year.

Strategy's Expected Result/Impact: To establish a strong sense of leadership and commitment among the teaching staff, by offering opportunities for leadership throughout the year, teachers will feel valued and gain experience in leadership roles.

Staff Responsible for Monitoring: Instructional team and administration

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

We will achieve a 90% satisfaction rate among students, parents and staff regarding safety as measured in annual climate survey of 26-27.

Evaluation Data Source: Staff, student, and parent climate survey

Strategy 1

Parents, staff, and students, will have clear communication and conduct regular guidance on anti-bullying, emergency response protocols, and conflict resolutions skills.

Strategy's Expected Result/Impact: Staff, parents, and students, will feel safe on campus.

Staff Responsible for Monitoring: administration and counselor

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

Performance Objective 2

Decrease the number of discretionary referrals for Hispanic students from 10% to 5% by May 2027.

Evaluation Data Source: PEIMS

Strategy 1

PBIS system will be implemented throughout the year

Strategy's Expected Result/Impact: Decrease the number of referrals

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds, , 211 - Title I-A,

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

Performance Objective 3

Parent liaison will have parent involvement classes once a month for example, technology classes, coffee with the principal, all pro dads, muffins with mom

Evaluation Data Source: kinvolved messages, parent flyers

Strategy 1

Parent liaison communicates with parents weekly throughout the school year

Strategy's Expected Result/Impact: Parents will be informed of campus events and Keyes community

Staff Responsible for Monitoring: Admin Team

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current family engagement and communication practices have not resulted in consistent participation in campus tutoring opportunities, indicating a need for more targeted outreach and follow-up systems.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

State Compensatory Education

State Compensatory

Budget for Keyes Elementary School

Total SCE Funds: $37,960.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

With additional personnel in the classroom they can reinforce lessons taught by the lead teacher, offering additional explanations, guided practice, and hands-on activities. This supplemental instruction can help students be successful.

Personnel for Keyes Elementary School

Name	Position	FTE
Odila Quintero	Paraprofessional	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The Comprehensive Needs Assessment (CNA) process at Keyes Elementary is an ongoing, collaborative cycle focused on continuous improvement and student achievement. Campus instructional leadership engages in **weekly instructional meetings** to review student performance data, monitor instructional practices, identify trends, and determine responsive actions to support student learning. Student achievement data from multiple sources, including classroom formative assessments, district assessments, intervention progress monitoring, attendance, and other campus indicators, are reviewed consistently to ensure instructional decisions are data-driven.

In addition, the **Campus Improvement Committee (CIC)** meets monthly to analyze campus data, evaluate progress toward campus goals, review program effectiveness, and identify areas of need. The committee includes representatives from various stakeholder groups and uses data to inform recommendations for instructional priorities, professional learning, resource allocation, and intervention supports.

Through the systematic review of data and regular collaboration among teachers, campus leadership, and the CIC, the CNA process ensures that campus needs are identified promptly, improvement strategies are aligned to student needs, and progress is monitored throughout the school year to support continuous growth and achievement.

1.2 Location for Evidence of Multiple Meetings Held

Keyes Elementary provided multiple opportunities throughout the Comprehensive Needs Assessment (CNA) process for stakeholders to participate in reviewing campus data, identifying needs, and providing input on campus priorities. Stakeholder groups included teachers, campus leadership, parents, support staff, and members of the Campus Improvement Committee (CIC).

Meetings were held throughout the school year and included weekly instructional leadership meetings, grade-level data meetings, monthly CIC meetings, faculty meetings, parent engagement meetings, and Campus Improvement Plan (CIP) review sessions. During these meetings, participants reviewed student achievement data, discussed campus strengths and areas for growth, examined program effectiveness, and provided feedback on proposed improvement strategies.

Evidence of stakeholder involvement is maintained through:

- Meeting agendas with dates and topics discussed
- Meeting minutes and notes documenting discussions and recommendations
- Sign-in sheets verifying attendance
- Presentation materials and data review documents
- CIC meeting records and recommendations
- Faculty meeting agendas and collaborative planning documents

- Parent meeting sign-in sheets and feedback forms

These artifacts are housed in campus leadership files, shared digital folders, CIC documentation records, and meeting binders maintained by campus administration. The collected evidence demonstrates that stakeholders were provided multiple opportunities to participate in the CNA process and contribute to the development, implementation, and monitoring of the Campus Improvement Plan.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Keyes Elementary implements its schoolwide program through a continuous annual improvement cycle that begins each spring with the review of student achievement, attendance, behavior, intervention, and program effectiveness data. During the summer, campus leadership and the Campus Improvement Committee (CIC) analyze Comprehensive Needs Assessment (CNA) findings and develop the Campus Improvement Plan (CIP) for the upcoming school year. In August, staff receive professional development and training aligned to campus goals and instructional priorities. Throughout the school year, weekly instructional leadership meetings, grade-level data meetings, and monthly CIC meetings are used to monitor implementation, review student progress, and make adjustments as needed. Formal data reviews occur at the end of each grading period to evaluate student growth, intervention effectiveness, and progress toward campus goals. Mid-year and end-of-year evaluations are conducted to assess the effectiveness of the schoolwide program and inform planning for the next school improvement cycle. This ongoing process ensures that instructional practices, interventions, and resources remain aligned to student needs and campus improvement objectives.

2.2 Stakeholders 1114(b)(2)

Keyes Elementary values the input and collaboration of all stakeholders in the development, implementation, and evaluation of the Campus Improvement Plan (CIP). Stakeholders, including teachers, parents, support staff, community members, and the Campus Improvement Committee (CIC), are provided multiple opportunities throughout the year to participate in campus decision-making processes. Through monthly CIC meetings, faculty meetings, parent engagement events, surveys, and ongoing communication, stakeholders review student achievement data, discuss campus strengths and needs, and provide feedback on improvement strategies. Input gathered from these groups is used to inform campus goals, resource allocation, academic interventions, professional development priorities, and family engagement activities. This collaborative approach ensures that the Campus Improvement Plan reflects the needs of the school community and supports continuous improvement focused on student success.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Keyes Elementary Campus Improvement Plan (CIP) is developed collaboratively with input from campus stakeholders and is made available to district personnel, staff, parents, and community members to ensure transparency and shared ownership of campus goals. The plan is posted on the district website and can also be accessed through the campus office upon request. The CIP is presented in a clear, organized format that outlines the campus needs assessment, performance objectives, strategies, timelines, responsible parties, and progress-monitoring measures. Campus leadership communicates key components of the plan during Campus Improvement Committee (CIC) meetings, faculty meetings, and parent engagement events to promote

understanding among stakeholders. Efforts are made to explain the goals, strategies, and expected outcomes in language that is accessible to families and community members, ensuring that all stakeholders have the opportunity to understand how the campus is working to improve student achievement and support the success of every student.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Keyes Elementary coordinates and integrates federal, state, and local programs and resources to support the academic, social, emotional, and physical needs of all students. The Campus Improvement Plan is aligned with district goals and incorporates services funded through Title I, state compensatory education, bilingual/ESL programs, special education services, and intervention programs to ensure equitable access to high-quality instruction. The campus collaborates with district departments and community partners to provide support in areas such as school safety, violence and bullying prevention, mental health services, attendance improvement, nutrition services, and family engagement. Early childhood transition efforts are coordinated with Pre-K and district early learning programs to support school readiness. The campus also implements intervention and support systems for students identified through MTSS/RTI processes and continuously monitors student outcomes to ensure resources are effectively aligned to identified needs. Through ongoing collaboration among campus staff, district departments, families, and community partners, Keyes Elementary maximizes available resources and services to support student success and continuous school improvement.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

The statutorily required descriptions associated with the Title I Schoolwide Program are embedded within the applicable strategies and activities throughout this Campus Improvement Plan. Each component has been aligned to the appropriate strategy, and the corresponding descriptions will auto-populate through the planning system. These strategies collectively address the requirements of the Title I Schoolwide Program and demonstrate how federal, state, and local resources are coordinated to support continuous improvement and increased student achievement.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation related to the evaluation of the Keyes Elementary Schoolwide Program is maintained through Campus Improvement Committee (CIC) meeting records, formative and summative review documentation, meeting agendas, meeting minutes, sign-in sheets, data reports, and other supporting evidence. These records are housed in campus leadership files, shared digital folders, and Campus Improvement Plan documentation folders.

Program effectiveness is evaluated on an ongoing basis through weekly instructional leadership meetings, grade-level data meetings, and monthly CIC meetings. During these reviews, the campus analyzes multiple sources of data, including state assessments, district benchmark assessments, MAP growth data, progress-

monitoring data, intervention data, attendance, behavior, TELPAS results, and stakeholder feedback. Formative reviews are conducted throughout the year to monitor the implementation and effectiveness of campus strategies, determine progress toward performance objectives, and make adjustments as needed.

An annual summative review is conducted at the end of the school year to evaluate the overall effectiveness of the Schoolwide Program, determine the extent to which goals and performance targets were met, and identify successful strategies and areas for improvement. Findings from the annual evaluation are incorporated into the Comprehensive Needs Assessment (CNA) process and used to inform the development of the following year's Campus Improvement Plan. This continuous improvement cycle ensures that campus programs, resources, and interventions remain aligned to student needs and support increased student achievement.

Title I Personnel

Name	Position	Program	FTE
Ailicec Diaz	Interventionist		
Alma Torres	Parent Liaison		
Ashton Griggs	Interventionist		

Irving Independent School District

Lee Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

774

Generated by Plan4Learning.com
October 09, 2026 at 09:24 AM

Mission Statement

To equip students to confidently pursue their passions.

Vision

Lee Elementary staff will empower students through diverse experiences, education and love

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 8

Student Learning 11

School Processes & Programs 14

Perceptions 17

Professional Development Implementation 19

Priority Problem Statements 22

Data Documentation for CNA 26

Improvement Planning Data 27

Accountability Data 27

Student Data: Assessments 27

Student Data: Student Groups 27

Student Data: Behavior and Other Indicators 28

Employee Data 28

Parent/Community Data 28

Support Systems and Other Data 28

Goals 29

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 30

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 49

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 52

State Compensatory Education 54

Budget for Lee Elementary School 55

Title I Summary 56

Title I 57

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 57

1.1 Description of CNA Process 57

1.2 Location for Evidence of Multiple Meetings Held 57

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 57

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 57

2.2 Stakeholders 1114(b)(2) 57

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 57

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 58

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 58

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 58

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 58

Title I Personnel 58

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Demographics

Lee Elementary serves 717 students in grades Pre-K through 5. The campus is a Title I schoolwide program with 84% Economically Disadvantaged, 54% Emergent Bilingual, and 13.8% Special Education students. The largest student groups are Hispanic (58%) and African American (30%). Enrollment is balanced across grade levels, and systems are in place for student identification (SPED, Dyslexia, GT).

- Strengths: Linguistic and cultural diversity, balanced enrollment, strong identification for SPED/Dyslexia/GT.
- Needs: High EB and Economically Disadvantaged percentages create instructional and wraparound challenges; SPED and EB subgroups consistently underperform on state assessments.

Student Learning

Academic performance remains a significant concern. STAAR 2025 results show less than 25% of students scored Meets in Reading and Math, and only 9% in Science. Masters-level performance is nearly nonexistent (less than 4%). MAP 2025 data confirms limited growth, with fewer than 40% of students meeting growth projections in upper grades. TELPAS results show only 39% of EB students advanced one proficiency level, limiting access to grade-level content.

- Strengths: 4th grade MAP Reading (55% met growth), strong 1st grade Math growth (51% met growth), evidence of biliteracy gains in Spanish MAP, positive EB trajectory over multiple years on TELPAS.
- Needs: Low STAAR Meets/Masters across content areas, weak 5th grade Reading/Math growth, Science readiness, subgroup gaps (EB, SPED, African American), inconsistent vertical alignment of Tier 1 instruction.

Programs & Processes

Lee implements district-aligned curriculum frameworks and pacing guides, with intervention blocks, bilingual programs, and PLC structures in place. Professional development has focused on Reading Academies, SIOP, and data-driven instruction. Leadership engages stakeholders through the CIC, and communication with families occurs in English and Spanish. Technology access is 1:1, and students participate in blended learning platforms.

- Strengths: Established PLCs, intervention blocks in master schedule, bilingual communication, strong PD offerings, 1:1 technology access.
- Needs: Inconsistent Tier 1 fidelity, limited PD follow-through, uneven family participation in decision-making, weak vertical alignment, technology used more for remediation than higher-order learning.

Perceptions

Surveys and feedback reflect a safe, welcoming campus culture where students feel cared for and families appreciate bilingual communication. Family engagement is strong at events but less so in planning/decision-making. Staff collaboration is valued, but retention challenges remain in high-need areas (bilingual/SPED). Students report enjoying collaboration and technology but want more hands-on learning and extracurricular opportunities.

- Strengths: Positive campus climate, strong staff collaboration, active family nights, improving staff retention, supportive community partnerships.
- Needs: Greater two-way parent communication, broader CIC participation, stronger volunteerism, more hands-on and enrichment opportunities for students, targeted retention of high-need teachers.

Lee Elementary demonstrates strengths in collaboration, communication, and early literacy/numeracy growth, as well as strong

identification systems for special populations. However, student achievement and subgroup performance remain urgent needs, with consistently low STAAR Meets/Masters levels and limited MAP growth in upper grades. To improve, the campus must strengthen Tier 1 instructional fidelity, subgroup supports (EB, SPED, African American), vertical alignment, and parent/community engagement in decision-making.

Demographics

Summary

Lee Elementary serves 622 students in grades PK–5 during the 2026–2027 school year. The campus serves a diverse student population, including 434 Hispanic students (69.8%), 136 African American students (21.9%), 472 economically disadvantaged students (75.9%), 367 students identified through the LEP indicator (59.0%), and 94 students receiving Special Education services (15.1%).

Lee Elementary is designated as **CSI Monitor (Year 2)**. Accountability data indicate that the Hispanic student group has missed the applicable accountability target for three consecutive years, while the Emergent Bilingual and Continuously Enrolled student groups are one year away from meeting the criteria identified in the district's accountability review. These findings emphasize the need for intentional instructional planning, differentiated academic and linguistic supports, consistent implementation of high-quality instruction, and data-driven intervention to accelerate student achievement.

Accountability data further indicate that Emergent Bilingual and Continuously Enrolled student groups are one year away from meeting the applicable identification criteria. Lee Elementary will closely monitor academic performance and growth for these student groups through ongoing data analysis, differentiated instruction, and targeted intervention.

Campus enrollment and student mobility, attendance patterns, disciplinary incidents, and staffing trends are reviewed to identify factors affecting student learning and access to instruction. The campus continues to prioritize effective instructional planning, high-quality instructional delivery, and data-driven practices to address student needs and improve outcomes for all student groups.

Strengths

Lee Elementary's diverse student population is a strength that enriches the campus community and provides opportunities to build an inclusive learning environment. The campus serves a significant Emergent Bilingual population, bringing diverse linguistic and cultural experiences into classrooms. Staff are committed to supporting the academic and social needs of all students through collaboration, differentiated instruction, and targeted supports. The campus also values strong relationships with students and families and continues to strengthen systems that ensure all students have access to meaningful, rigorous learning experiences.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	A significant percentage of students require differentiated linguistic and academic supports to successfully access grade-level instruction.	Systems for consistently planning and implementing differentiated supports, including linguistic accommodations and scaffolds, are not yet implemented with fidelity across all classrooms.
2 ★	Emergent Bilingual students demonstrate varying levels of academic language proficiency, which can impact access to rigorous grade-level content.	Teachers need continued development in intentionally embedding language supports, academic vocabulary, structured student discourse, and opportunities for students to read, write, listen, and speak during daily instruction.
3 ★	Students receiving Special Education services do not consistently experience appropriately scaffolded access to grade-level instruction across all settings.	Collaboration between general education and special education staff, along with intentional planning for accommodations and specially designed instruction, is inconsistent across grade levels and content areas.
4 ★	Some students enter each grade level with unfinished learning and require targeted intervention to accelerate progress toward grade-level expectations.	Campus systems for using assessment data to identify specific skill gaps, plan targeted intervention, monitor progress, and adjust instruction are still being strengthened.
5	Students have varying levels of access to academic support and enrichment opportunities outside of the school day.	The campus has not yet established consistent systems for connecting families with academic resources, learning opportunities, and strategies that reinforce classroom learning at home.

6 ★	The Hispanic student group has missed the applicable state accountability target for three consecutive years, indicating a persistent need to accelerate academic achievement and close performance gaps.	Instructional planning, delivery, and data-driven intervention practices have not been consistently implemented with the level of rigor, differentiation, and targeted support needed to accelerate achievement for Hispanic students.

★ = Priority

Student Learning

Summary

Lee Elementary continues to focus on improving student achievement and academic growth across all grade levels and student groups. Results from the 2026 STAAR assessments indicate that 31.7% of students achieved Meets Grade Level or Above in Reading, 18.0% in Mathematics, and 28.3% in fifth-grade Science. These results demonstrate a continued need to strengthen grade-level instruction, student problem-solving, academic vocabulary, and independent application of learning.

TELPAS results indicate that 24.8% of assessed students achieved an overall proficiency rating of Advanced or Advanced High in 2026, compared to 20.8% in 2025. Despite this improvement, continued language development remains a priority, particularly in writing, where 66.2% of students received a Beginning rating.

Lee Elementary is designated as CSI Monitor (Year 2). Accountability data indicate that the Hispanic student group has missed the applicable accountability target for three consecutive years. Emergent Bilingual and Continuously Enrolled student groups are also being closely monitored due to their proximity to identification criteria. These findings reinforce the importance of improving achievement and growth for historically underserved student groups.

The campus will continue strengthening effective instructional planning, high-quality instructional delivery, and data-driven practices through HQIM lesson internalization, consistent PLC/PLT structures, analysis of student work and assessment data, targeted intervention, and progress monitoring. Particular emphasis will be placed on accelerating achievement for Hispanic students, supporting Emergent Bilingual students, and increasing the percentage of students demonstrating grade-level mastery.

Strengths

Lee Elementary demonstrated areas of academic progress and established a foundation for continued growth. In 2026, Reading represented the strongest overall STAAR performance, with 57% of students achieving Approaches Grade Level or above, 33% achieving Meets or above, and 12% achieving Masters. Science performance also showed an area of relative strength, with 54% of fifth-grade students achieving Approaches or above and 31% achieving Meets or above. Campus data also demonstrate that students are capable of strong academic growth when provided targeted, responsive instruction. These areas of success provide opportunities to identify and replicate effective instructional practices across grade levels and content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.
2 ★	Student performance demonstrates gaps in foundational skills and prerequisite knowledge that interfere with success on current grade-level content.	Intervention practices are not yet consistently driven by specific skill-level data, and progress monitoring systems need to be strengthened to determine whether interventions are producing the intended student growth.
3 ★	Student growth is inconsistent across grade levels, content areas, and student groups.	PLC/DDI practices are still developing in the consistent analysis of student work and assessment data to identify misconceptions, determine instructional responses, and monitor the impact of those responses.
4	Emergent Bilingual students do not consistently demonstrate achievement at the same level as their non-EB peers on grade-level academic tasks and assessments.	Linguistic supports, academic vocabulary development, structured student discourse, and opportunities for students to demonstrate understanding through reading, writing, listening, and speaking are not consistently embedded in daily instruction.
5	Students receiving Special Education services demonstrate achievement gaps and require greater acceleration toward grade-level expectations.	Collaboration and instructional planning between general education and Special Education staff are inconsistent, resulting in variability in the implementation of accommodations, scaffolds, and specially designed instruction.

6 ★	Students do not consistently demonstrate independent mastery when transitioning from teacher-supported learning to independent practice and assessment.	Instruction does not consistently include purposeful checks for understanding, opportunities for structured student discourse, effective gradual release, and active monitoring that allows teachers to identify and respond to misconceptions before students work independently.
7 ★	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

★ = Priority

School Processes & Programs

Summary

Lee Elementary has established processes and programs designed to support effective instruction, student achievement, intervention, and continuous improvement. Teachers utilize district-adopted high-quality instructional materials aligned to the TEKS, participate in collaborative planning and Professional Learning Teams (PLTs), and have designated opportunities to analyze student performance and plan instruction. Campus instructional systems emphasize **effective instructional planning, high-quality instructional delivery, and data-driven practices**.

Collaborative planning focuses on lesson internalization, alignment to the intended rigor of the TEKS, identification of essential learning, anticipation of student misconceptions, and preparation for effective lesson delivery. Teachers receive support through campus administration, academic specialists, professional learning, classroom walkthroughs, feedback, modeling, and coaching. Previous campus analysis identified protected collaborative planning time and administrator coaching and walkthrough feedback as existing strengths within campus processes.

The campus utilizes multiple sources of student data, including STAAR, NWEA MAP Growth, TELPAS, district assessments, common assessments, and classroom evidence of learning. Data-Driven Instruction (DDI) and PLT processes provide opportunities for teachers to analyze current student performance, establish growth goals, identify learning gaps, plan targeted intervention, and monitor student progress. Intervention time is incorporated into campus instructional structures to provide additional support based on identified student needs.

Lee also provides specialized programs and services to support Emergent Bilingual students, students receiving Special Education and Section 504 services, students with dyslexia, and other students requiring additional academic or behavioral support. Family communication and engagement opportunities, the Campus Improvement Committee, and Title I programs further support the connection between school programs, student needs, and campus improvement priorities.

Campus leadership monitors student discipline and Special Education disproportionality data to identify patterns in disciplinary consequences, disability identification, and educational placements. The 2026–2027 Significant Disproportionality Report identifies elevated indicators for African American students in several areas, reinforcing the need for consistent proactive behavior supports, equitable disciplinary practices, appropriate instructional placements, and ongoing data review. Campus leadership will use disaggregated discipline data, classroom-management coaching, and individualized student supports to address identified disparities and strengthen a safe, inclusive learning environment.

While these structures and resources are in place, continued improvement is needed in the **consistent implementation and monitoring of instructional practices across classrooms. Previous campus analysis identified inconsistent Tier 1 rigor, uneven implementation of professional learning, and intervention practices that were not always aligned to specific student skill gaps. Strengthening the connection between planning, instructional delivery, assessment, and response to student data will remain a central focus during the 2026–27 school year.**

Strengths

Lee Elementary has established instructional systems and structures that support collaboration, student learning, and continuous improvement. Teachers have **protected collaborative planning and PLT time**, access to district-adopted curriculum and high-quality instructional materials, and scheduled intervention opportunities. Campus administrators and academic specialists support teachers through classroom walkthroughs, feedback, coaching, modeling, and professional learning.

The campus also utilizes multiple data sources, including **NWEA MAP, STAAR, TELPAS, district assessments, and classroom evidence of learning**, to inform instructional decisions and identify student needs. Existing structures for intervention, bilingual education, Special Education, and other specialized services provide additional layers of support for students.

A continued strength is the campus's ability to build upon these existing systems by creating greater alignment between **effective instructional planning, high-quality instructional delivery, and data-driven practices**. These structures provide a strong foundation for improving consistency of Tier 1 instruction and increasing student achievement and growth.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	High-quality instructional practices are not implemented consistently across all classrooms and grade levels.	Campus expectations for effective instructional delivery are still being established and reinforced through consistent coaching, feedback, modeling, and follow-up.
2 ★	PLC/PLT structures do not yet consistently result in high-quality instructional planning and improved student outcomes.	Collaborative planning practices vary across teams, and teachers need continued support with lesson internalization, TEKS alignment, anticipating misconceptions, planning customizations, and rehearsing instructional delivery.
3 ★	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.
4 ★	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.
5 ★	Campus systems for supporting and developing novice teachers need additional structure and consistency.	A significant need exists for ongoing job-embedded professional learning, modeling, coaching, and feedback to build teacher capacity in curriculum knowledge, classroom routines, instructional delivery, and responsiveness to student data

★ = Priority

Perceptions

Summary

Lee Elementary is committed to fostering a positive, welcoming school environment where students, staff, and families feel valued, supported, and connected. The campus recognizes that strong relationships, consistent communication, regular attendance, and meaningful family engagement are essential to student success.

Campus leadership reviews student attendance, staff attendance, discipline data, family participation, and stakeholder feedback to identify strengths and opportunities for improvement. Student attendance data indicate the need for continued emphasis on consistent daily attendance, early identification of attendance concerns, and proactive communication with families. Staff attendance and staffing patterns are also monitored to support instructional continuity and minimize disruptions to student learning.

Family engagement remains a campus priority. Lee Elementary provides opportunities for families to participate in parent-teacher conferences, Coffee with the Principal, academic engagement events, and other campus activities. Communication is provided through newsletters, electronic messaging, school communications, and direct parent contact. The campus continues working to increase participation, strengthen two-way communication, and ensure families have access to information and resources that support student learning.

Stakeholder feedback is gathered through campus meetings, family interactions, and available survey opportunities to inform campus decisions and improvement efforts. Lee Elementary will continue strengthening systems for gathering and responding to feedback, increasing family participation, improving student attendance, and maintaining a positive school culture where all students and families feel connected and supported.

Strengths

Lee Elementary is viewed as a **safe, welcoming, and supportive school community** where staff are committed to student success. Positive relationships between students, staff, and families contribute to a strong sense of school community. Staff value opportunities for collaboration through grade-level teams and PLTs, and families demonstrate support through participation in campus events and activities.

The campus has established multiple methods of communication with families and provides opportunities for parents to engage with the school throughout the year. Family nights and other campus events have demonstrated the ability to bring families together and strengthen the connection between home and school. These positive relationships and existing engagement structures provide a strong foundation for increasing parent involvement in academic learning and campus decision-making.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family participation in campus events, academic activities, and opportunities for engagement is inconsistent.	The campus needs more varied and intentional opportunities for families to engage with the school in ways that are accessible, meaningful, and connected to student learning.
2	Families do not always have a consistent understanding of campus academic expectations, student progress, and available supports.	Communication practices vary across classrooms and grade levels, and consistent systems for providing families with timely academic information and resources are still being strengthened.
3	Opportunities for parents and families to provide meaningful input and feedback regarding campus programs and needs are limited.	The campus has not yet established consistent structures for gathering, analyzing, and responding to stakeholder feedback throughout the school year.
4	Two-way communication between the campus and families is not consistently occurring across all classrooms and programs.	Expectations and structures for regular, proactive family communication have not been implemented consistently across the campus.

★ = Priority

Professional Development Implementation

Summary

Current PD Focus Areas

- Literacy: Teachers participated in Reading Academies and campus/district-led literacy PD targeting guided reading, phonics, and comprehension strategies.
- Math: PD focused on building numeracy through math workshop models, manipulatives, and problem-solving discourse.
- EB Supports: Staff trained in Sheltered Instruction Observation Protocol (SIOP) and language acquisition strategies to support Emergent Bilinguals.
- SPED/Inclusion: Co-teaching models, use of accommodations, and differentiation for diverse learners were emphasized.
- Data-Driven Instruction: Teachers engaged in PD on analyzing MAP, benchmark, and STAAR data to plan targeted interventions.

Implementation Strengths

- Teachers report that protected PLC time supports application of PD by allowing for collaborative planning and data discussions.
- Literacy PD has translated into improved guided reading practices, particularly in lower grades.
- EB strategies (sentence stems, visuals, vocabulary scaffolds) are increasingly visible in classrooms.
- Staff are comfortable using technology tools after district-provided training.

Implementation Challenges

- Inconsistent Fidelity: Not all classrooms implement PD strategies with consistency, especially in upper grades (e.g., higher-order questioning, math discourse).
- Follow-Through Gaps: PD sessions are delivered, but systematic coaching and monitoring cycles are not always sustained.
- Differentiation of PD: New teachers need more onboarding support, while veteran teachers need advanced training to push instruction toward Masters-level rigor.
- Application to Subgroups: While strategies are provided for EB and SPED students, instructional adjustments are not always evident in Tier 1 practice.

Impact on Student Outcomes

- PD has had positive impact on early literacy and numeracy, with 1st grade Math (51% met growth) and 4th grade Reading (55% met growth) outperforming other grade levels.
- However, overall MAP and STAAR outcomes show limited translation of PD into consistent student growth, particularly in 5th grade Reading (33% met growth) and Math (37% met growth).
- TELPAS results (39% EB growth) suggest that EB-focused PD is beginning to have an impact but needs stronger fidelity and alignment.

Professional development at Lee Elementary is aligned to campus and district priorities and has produced pockets of success,

particularly in early grades and EB supports. However, the implementation is inconsistent, with PD not yet fully embedded into Tier 1 instruction across all grade levels. Strengthening coaching cycles, monitoring systems, and differentiated PD for staff will be critical to ensure that professional learning translates into improved student outcomes.

Strengths

Alignment to Campus and District Priorities

- PD has been strategically aligned to literacy (Reading Academies), math workshop, EB supports (SIOP), and inclusion strategies, directly addressing identified student needs.

Protected PLC Time

- The master schedule protects PLC time, allowing teachers to apply PD learning through collaborative lesson planning, data analysis, and reteach planning.

Improved Literacy Practices

- Teachers have implemented stronger guided reading and phonics instruction, leading to improved MAP growth in lower grades and higher 3rd grade STAAR reading performance.

Growing EB Support Strategies

- Classrooms increasingly demonstrate sentence stems, visuals, and vocabulary scaffolds, reflecting the transfer of EB-focused PD into instruction.

Technology Integration

- Staff effectively integrate digital platforms after district-provided PD, supporting blended learning and intervention.

Positive Staff Feedback

- Teacher surveys indicate that PD has been useful and relevant, with staff valuing the practical strategies and tools provided during sessions.

Impact on Early Grade Outcomes

- PD implementation has contributed to notable success in 1st grade Math (51% met growth) and 4th grade Reading (55% met growth), which outperformed other grade levels.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A significant percentage of students require differentiated linguistic and academic supports to successfully access grade-level instruction.	Systems for consistently planning and implementing differentiated supports, including linguistic accommodations and scaffolds, are not yet implemented with fidelity across all classrooms.
2 ★	Students receiving Special Education services do not consistently experience appropriately scaffolded access to grade-level instruction across all settings.	Collaboration between general education and special education staff, along with intentional planning for accommodations and specially designed instruction, is inconsistent across grade levels and content areas.
3 ★	Some students enter each grade level with unfinished learning and require targeted intervention to accelerate progress toward grade-level expectations.	Campus systems for using assessment data to identify specific skill gaps, plan targeted intervention, monitor progress, and adjust instruction are still being strengthened.
4 ★	Emergent Bilingual students demonstrate varying levels of academic language proficiency, which can impact access to rigorous grade-level content.	Teachers need continued development in intentionally embedding language supports, academic vocabulary, structured student discourse, and opportunities for students to read, write, listen, and speak during daily instruction.
5 ★	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.
6 ★	Student performance demonstrates gaps in foundational skills and prerequisite knowledge that interfere with success on current grade-level content.	Intervention practices are not yet consistently driven by specific skill-level data, and progress monitoring systems need to be strengthened to determine whether interventions are producing the intended student growth.

7 ★	Student growth is inconsistent across grade levels, content areas, and student groups.	PLC/DDI practices are still developing in the consistent analysis of student work and assessment data to identify misconceptions, determine instructional responses, and monitor the impact of those responses.
8 ★	Students do not consistently demonstrate independent mastery when transitioning from teacher-supported learning to independent practice and assessment.	Instruction does not consistently include purposeful checks for understanding, opportunities for structured student discourse, effective gradual release, and active monitoring that allows teachers to identify and respond to misconceptions before students work independently.
9 ★	Campus systems for supporting and developing novice teachers need additional structure and consistency.	A significant need exists for ongoing job-embedded professional learning, modeling, coaching, and feedback to build teacher capacity in curriculum knowledge, classroom routines, instructional delivery, and responsiveness to student data
10 ★	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.
11 ★	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.
12 ★	PLC/PLT structures do not yet consistently result in high-quality instructional planning and improved student outcomes.	Collaborative planning practices vary across teams, and teachers need continued support with lesson internalization, TEKS alignment, anticipating misconceptions, planning customizations, and rehearsing instructional delivery.

13 ★

High-quality instructional practices are not implemented consistently across all classrooms and grade levels.

Campus expectations for effective instructional delivery are still being established and reinforced through consistent coaching, feedback, modeling, and follow-up.

14 ★

Family participation in campus events, academic activities, and opportunities for engagement is inconsistent.

The campus needs more varied and intentional opportunities for families to engage with the school in ways that are accessible, meaningful, and connected to student learning.

15 ★

The Hispanic student group has missed the applicable state accountability target for three consecutive years, indicating a persistent need to accelerate academic achievement and close performance gaps.

Instructional planning, delivery, and data-driven intervention practices have not been consistently implemented with the level of rigor, differentiation, and targeted support needed to accelerate achievement for Hispanic students.

16 ★

The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.

Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

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 PK students who are Proficient in Math on Circle testing in English by from 80% to 87% and testing Rapid Letters in Spanish from 89% to 94% by May 2027.

Evaluation Data Source: Circle Assessment

Strategy 1 ☑ Results Driven Accountability

PK teachers will use BOY, MOY, and ongoing formative assessment data to identify skill gaps and provide targeted small-group instruction in the identified English and Spanish areas of need. Student progress will be monitored regularly and groups/instruction adjusted based on student response.

Strategy's Expected Result/Impact: Assessment and progress-monitoring data will show increased mastery of targeted skills and movement toward EOY proficiency goals.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

PK teachers will engage in collaborative planning/PLTs focused on internalizing HQIM, identifying essential skills, anticipating misconceptions, and planning developmentally appropriate learning experiences, language supports, and opportunities for students to demonstrate understanding.

Strategy's Expected Result/Impact: Walkthroughs, lesson plans/internalizations, and student work will demonstrate increased consistency in standards-aligned instruction and intentional differentiation based on student need.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

PK teachers will intentionally embed academic vocabulary, structured student discourse, visuals, modeling, and frequent opportunities for students to listen, speak, interact, and demonstrate learning in the language of instruction.

Strategy's Expected Result/Impact: Classroom observations and student performance data will demonstrate increased student participation, academic language development, and proficiency in identified English and Spanish skill areas.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 2

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual students demonstrate varying levels of academic language proficiency, which can impact access to rigorous grade-level content.	Teachers need continued development in intentionally embedding language supports, academic vocabulary, structured student discourse, and opportunities for students to read, write, listen, and speak during daily instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.
2	Student performance demonstrates gaps in foundational skills and prerequisite knowledge that interfere with success on current grade-level content.	Intervention practices are not yet consistently driven by specific skill-level data, and progress monitoring systems need to be strengthened to determine whether interventions are producing the intended student growth.

Performance Objective 2

Increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle by 60.5% to 70% by May 2027.

Evaluation Data Source: Circle Assessment

Strategy 1 ☑ Results Driven Accountability

PK teachers will routinely analyze CIRCLE assessment and progress-monitoring data to identify student strengths and skill gaps in Rapid Letter, Rapid Vocabulary, and Math and use the results to plan differentiated small-group instruction.

Strategy's Expected Result/Impact: Students will receive targeted instruction based on identified needs, resulting in measurable progress toward BOY-to-EOY growth targets.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

PK teachers will implement intentional, developmentally appropriate instruction in foundational literacy, vocabulary, and numeracy through HQIM, explicit modeling, purposeful practice, manipulatives, visuals, and frequent opportunities for students to apply targeted skills.

Strategy's Expected Result/Impact: Walkthrough and student-performance data will demonstrate consistent implementation of foundational-skills instruction and increased student mastery in Rapid Letter, Rapid Vocabulary, and Math.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

PK teachers and instructional support staff will regularly monitor student progress in Rapid Letter, Rapid Vocabulary, and Math and adjust small groups, instructional supports, and intervention based on student response to instruction.

Strategy's Expected Result/Impact: Students not demonstrating adequate progress will be identified early and receive timely instructional adjustments, resulting in increased growth across CIRCLE assessment windows.

Staff Responsible for Monitoring: AP

Problem Statements: School Processes & Programs 4

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student performance demonstrates gaps in foundational skills and prerequisite knowledge that interfere with success on current grade-level content.	Intervention practices are not yet consistently driven by specific skill-level data, and progress monitoring systems need to be strengthened to determine whether interventions are producing the intended student growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	High-quality instructional practices are not implemented consistently across all classrooms and grade levels.	Campus expectations for effective instructional delivery are still being established and reinforced through consistent coaching, feedback, modeling, and follow-up.
4	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33% to 45% by May 2027.
Increase the percentage of Hispanic students scoring at meets or above from 28% to 40% by May 2027.

Evaluation Data Source: 2027 STAAR Reading assessment results for students in grades 3-5, including overall and Hispanic student-group performance at Meets Grade Level or Above; OnDataSuite (ODS) Closing the Gaps accountability reports; and comparison of 2026 baseline data to 2027 performance targets.

Strategy 1

Grades 3-5 RLA teachers will participate in weekly PLTs focused on HQIM lesson internalization, including unpacking focus TEKS, analyzing task rigor and alignment, anticipating misconceptions, planning appropriate customizations, and rehearsing critical components of instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in planning and delivering rigorous, standards-aligned instruction, resulting in increased student mastery of grade-level RLA TEKS.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 7 - School Processes & Programs 2, 5

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Grades 3-5 RLA teachers will engage in consistent DDI cycles to analyze common assessments, interim assessments, STAAR-aligned tasks, and student work to identify trends and misconceptions. Teachers will develop and implement targeted reteach plans and monitor student response to instruction.

Strategy's Expected Result/Impact: Teachers will use student evidence to make timely instructional adjustments, resulting in increased mastery of identified TEKS and measurable progress toward the campus and student-group Meets+ targets.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 4 - Student Learning 3, 7

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Grades 3-5 students performing below grade-level expectations will receive targeted reading intervention based on specific skill needs identified through STAAR, MAP, common assessments, and classroom performance. Student progress will be routinely monitored, and intervention groups and instructional supports will be adjusted based on student response.

Strategy's Expected Result/Impact: Students receiving targeted intervention will demonstrate accelerated growth toward grade-level expectations, contributing to an increase in overall Meets+ performance from 33% to 45% and Hispanic Meets+ performance from 28% to 40%.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3, 4 - Student Learning 7 - School Processes & Programs 2, 4

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Students receiving Special Education services do not consistently experience appropriately scaffolded access to grade-level instruction across all settings.	Collaboration between general education and special education staff, along with intentional planning for accommodations and specially designed instruction, is inconsistent across grade levels and content areas.
4	Some students enter each grade level with unfinished learning and require targeted intervention to accelerate progress toward grade-level expectations.	Campus systems for using assessment data to identify specific skill gaps, plan targeted intervention, monitor progress, and adjust instruction are still being strengthened.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.

3	Student growth is inconsistent across grade levels, content areas, and student groups.	PLC/DDI practices are still developing in the consistent analysis of student work and assessment data to identify misconceptions, determine instructional responses, and monitor the impact of those responses.
7	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC/PLT structures do not yet consistently result in high-quality instructional planning and improved student outcomes.	Collaborative planning practices vary across teams, and teachers need continued support with lesson internalization, TEKS alignment, anticipating misconceptions, planning customizations, and rehearsing instructional delivery.
4	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.
5	Campus systems for supporting and developing novice teachers need additional structure and consistency.	A significant need exists for ongoing job-embedded professional learning, modeling, coaching, and feedback to build teacher capacity in curriculum knowledge, classroom routines, instructional delivery, and responsiveness to student data

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By May 2027, Lee Elementary will increase the percentage of students in grades K-5 meeting or exceeding projected growth on the NWEA MAP Reading assessment (English and Spanish combined) from 48% to 55%, and increase the percentage of Hispanic students meeting or exceeding projected growth from ___% to ___%, as measured by BOY-to-EOY MAP Growth results.

Evaluation Data Source: MAP Growth Reports (Fall/Winter/Spring), PLC Data Trackers, Progress Monitoring Tools.

Strategy 1 ☑ Results Driven Accountability

K-5 teachers will analyze BOY and MOY MAP Reading data, including achievement levels, projected growth, and the MAP Learning Continuum, to identify individual student needs, establish growth goals, and plan differentiated instruction aligned to identified skill gaps.

Strategy's Expected Result/Impact: Teachers will have a clear understanding of individual student strengths and needs and will use MAP data to provide instruction that supports students in meeting or exceeding their projected Reading growth goals.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 7

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

K-5 teachers will provide targeted small-group reading instruction based on MAP, formative assessment, and student-work data. Instructional groups, scaffolds, and learning tasks will be differentiated according to identified student needs while maintaining access to grade-level content.

Strategy's Expected Result/Impact: Students will receive targeted instruction addressing specific skill gaps, resulting in accelerated growth and an increased percentage of students meeting or exceeding expected MAP Reading growth.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Student Learning 7

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

K-5 teams will engage in regular DDI/PLT cycles to monitor student progress toward MAP Reading growth goals using MAP, formative assessments, and student work. Students not demonstrating adequate progress will receive timely instructional adjustments, targeted reteach, and/or intervention based on identified needs.

Strategy's Expected Result/Impact: Students who are not on track to meet projected growth will be identified early and receive timely instructional responses, resulting in an increased percentage of students meeting or exceeding expected MAP Reading growth by EOY.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 3

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A significant percentage of students require differentiated linguistic and academic supports to successfully access grade-level instruction.	Systems for consistently planning and implementing differentiated supports, including linguistic accommodations and scaffolds, are not yet implemented with fidelity across all classrooms.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.

Performance Objective 5 ☑ High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 31% by May 2027.
Increase the percentage of Hispanic students scoring at meets or above from 16% to 26% by May 2027.

Evaluation Data Source: STAAR, MAP, District Common Assessments

Strategy 1

Grades 3-5 math teachers will engage in weekly PLTs focused on internalizing Bluebonnet lessons, including identifying focus TEKS, analyzing the rigor and purpose of lesson components, completing exemplar tasks, anticipating misconceptions, planning appropriate customizations, and rehearsing critical components of instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased understanding of grade-level mathematics content and lesson purpose, resulting in more consistent delivery of rigorous, standards-aligned instruction and increased student mastery of grade-level TEKS.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 7

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Grades 3-5 math teachers will consistently provide opportunities for students to engage in mathematical discourse, explain and justify their thinking, use appropriate academic vocabulary, and independently solve grade-level problems. Teachers will use checks for understanding and active monitoring to identify misconceptions and provide timely feedback while maintaining the cognitive demand of tasks.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to independently apply mathematical concepts, communicate mathematical reasoning, and successfully solve rigorous grade-level problems.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 6, 7

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Grades 3-5 math teams will engage in consistent DDI cycles to analyze common assessments, interim assessments, STAAR-aligned tasks, and student work to identify trends, misconceptions, and individual student needs. Teachers will implement targeted reteach and intervention and monitor student progress to determine the effectiveness of instructional responses.

Strategy's Expected Result/Impact: Students demonstrating unfinished learning or misconceptions will receive timely, targeted instructional support, resulting in increased mastery of grade-level TEKS and progress toward the campus and Hispanic student-group Meets+ targets.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.
6	Students do not consistently demonstrate independent mastery when transitioning from teacher-supported learning to independent practice and assessment.	Instruction does not consistently include purposeful checks for understanding, opportunities for structured student discourse, effective gradual release, and active monitoring that allows teachers to identify and respond to misconceptions before students work independently.
7	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.

Performance Objective 6 ☑ High Priority

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 31% to 41% by May 2027.

Increase the percentage of Hispanic students scoring at meets or above from 30% to 40% by May 2027.

Evaluation Data Source: STAAR, District Benchmarks, MAP

Strategy 1 ☑ Results Driven Accountability

Grade 5 Science teachers will engage in consistent PLTs focused on HQIM lesson internalization, including identifying focus TEKS, analyzing the rigor and purpose of learning tasks, anticipating misconceptions, planning appropriate supports, and preparing opportunities for hands-on investigation, academic vocabulary development, and scientific discourse.

Strategy's Expected Result/Impact: Students will experience consistent, rigorous science instruction that strengthens conceptual understanding, application of scientific vocabulary, and mastery of grade-level Science TEKS, contributing to an increase in STAAR Science Meets+ performance.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 7

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Grade 5 Science teachers will engage in regular DDI cycles to analyze common assessments, interim assessments, STAAR-aligned tasks, and student work to identify TEKS requiring additional support and specific student misconceptions. Teachers will implement targeted reteach and intervention and monitor student response to determine next instructional steps.

Strategy's Expected Result/Impact: Students will receive timely instructional responses to identified misconceptions and unfinished learning, resulting in increased mastery of grade-level Science TEKS and progress toward increasing overall STAAR Science Meets+ performance from 31% to 41%.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement on state and local assessments indicates that a significant number of students are not consistently demonstrating mastery of grade-level standards.	Teachers need continued support in deeply understanding the TEKS, identifying essential learning, and internalizing HQIM lessons to ensure instruction is aligned to the rigor of grade-level standards.
7	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.

Performance Objective 7 ☑ High Priority

By May 2027, Lee Elementary will increase the percentage of students in grades K-5 meeting or exceeding projected growth on the NWEA MAP Math assessment (English and Spanish combined) from 51% to 60%, and increase the percentage of Hispanic students meeting or exceeding projected growth from ___% to ___%, as measured by BOY-to-EOY MAP Growth results.

Evaluation Data Source: MAP

Strategy 1 ☑ Results Driven Accountability

K-5 teachers will analyze BOY and MOY MAP Math data, including achievement levels, projected growth, and the MAP Learning Continuum, to identify individual student needs, establish growth goals, and plan differentiated math instruction aligned to identified skill gaps.

Strategy's Expected Result/Impact: Teachers will have a clear understanding of individual student strengths and needs and will use MAP data to provide targeted instruction that supports students in meeting or exceeding their projected Math growth goals.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

K-5 teachers will provide targeted small-group math instruction based on MAP, formative assessment, and student-work data. Instructional groups, scaffolds, and learning tasks will address identified skill gaps while maintaining student access to rigorous, grade-level mathematics.

Strategy's Expected Result/Impact: Students will receive targeted instruction addressing specific mathematical skill gaps, resulting in accelerated growth and an increased percentage of students meeting or exceeding expected MAP Math growth.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

K-5 teams will engage in regular DDI/PLT cycles to monitor student progress toward MAP Math growth goals using MAP, formative assessments, and student work. Students not demonstrating adequate progress will receive timely instructional adjustments, targeted reteach, and/or intervention based on identified needs.

Strategy's Expected Result/Impact: Students who are not on track to meet projected growth will be identified early and receive timely instructional responses, resulting in an increased percentage of students, including Hispanic students, meeting or exceeding expected MAP Math growth by EOY.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student performance demonstrates gaps in foundational skills and prerequisite knowledge that interfere with success on current grade-level content.	Intervention practices are not yet consistently driven by specific skill-level data, and progress monitoring systems need to be strengthened to determine whether interventions are producing the intended student growth.
3	Student growth is inconsistent across grade levels, content areas, and student groups.	PLC/DDI practices are still developing in the consistent analysis of student work and assessment data to identify misconceptions, determine instructional responses, and monitor the impact of those responses.
7	The Hispanic student group has missed the applicable state accountability target for three consecutive years, demonstrating persistent academic achievement gaps that require targeted instructional improvement.	Inconsistent implementation of rigorous, standards-aligned instruction, differentiated academic and linguistic supports, and data-driven intervention has limited the acceleration of academic achievement for Hispanic students.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Data-driven instruction practices are not consistently implemented across grade levels and content areas.	Campus systems for analyzing assessment data, identifying root causes of student misconceptions, developing instructional responses, and monitoring the impact of those responses are still being strengthened.

5	Campus systems for supporting and developing novice teachers need additional structure and consistency.	A significant need exists for ongoing job-embedded professional learning, modeling, coaching, and feedback to build teacher capacity in curriculum knowledge, classroom routines, instructional delivery, and responsiveness to student data

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by 1 level from 46% to 47% by May 2027.

Evaluation Data Source: TELPAS

Strategy 1 ☑ Results Driven Accountability

Teachers will intentionally embed linguistic supports throughout daily instruction, including academic vocabulary, visuals, modeling, sentence stems, structured student discourse, and purposeful opportunities for Emergent Bilingual students to listen, speak, read, and write using academic language.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased academic language proficiency across the four language domains, contributing to an increased percentage of students advancing at least one TELPAS composite proficiency level.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers and instructional support staff will analyze prior-year TELPAS proficiency levels and ongoing student evidence to identify individual language-development needs across listening, speaking, reading, and writing. Teachers will use this information to plan targeted linguistic supports and monitor student progress throughout the year.

Strategy's Expected Result/Impact: Teachers will provide language supports responsive to individual proficiency levels, resulting in measurable language growth and an increased percentage of EB students advancing at least one TELPAS composite proficiency level.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A significant percentage of students require differentiated linguistic and academic supports to successfully access grade-level instruction.	Systems for consistently planning and implementing differentiated supports, including linguistic accommodations and scaffolds, are not yet implemented with fidelity across all classrooms.
2	Emergent Bilingual students demonstrate varying levels of academic language proficiency, which can impact access to rigorous grade-level content.	Teachers need continued development in intentionally embedding language supports, academic vocabulary, structured student discourse, and opportunities for students to read, write, listen, and speak during daily instruction.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 14.5 % to 13 % by May 2027.
Decrease the number and percentage of African American students from 15.8% to 14% by May 2027.

Evaluation Data Source: District Attendance Reports

Strategy 1

The campus will implement a consistent attendance-monitoring process to identify students demonstrating patterns of chronic absenteeism. Campus staff will regularly review attendance data, identify barriers, and provide tiered interventions and individualized supports for students at risk of becoming chronically absent.

Strategy's Expected Result/Impact: Students with emerging attendance concerns will be identified and supported earlier, resulting in improved attendance rates and a reduction in the number and percentage of students who are chronically absent.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: School Processes & Programs 4

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The campus will strengthen proactive communication and partnerships with families of students experiencing attendance concerns to identify barriers to regular attendance, communicate the academic impact of absences, connect families with available campus/district resources, and develop individualized attendance plans when needed.

Strategy's Expected Result/Impact: Increased family engagement and timely resolution of attendance barriers will contribute to improved student attendance and decreased chronic absenteeism overall and among African American students.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family participation in campus events, academic activities, and opportunities for engagement is inconsistent.	The campus needs more varied and intentional opportunities for families to engage with the school in ways that are accessible, meaningful, and connected to student learning.

Performance Objective 2 ☑ High Priority

Decrease the percentage of in and out of school suspensions for African American SPED students that are disproportionally referred for disciplinary action from from 12.2% to 5% by May 2027.
Decrease the number of discretionary referrals for male students from 142 to 75 by May 2027.

Evaluation Data Source: Technology usage reports

Classroom walkthrough data and instructional observation forms

Strategy 1

Campus leadership will implement consistent, proactive classroom management practices and positive behavior interventions to reduce disciplinary incidents, with an intentional focus on addressing disproportionate disciplinary outcomes among African American students. Administrators will provide targeted coaching and support to teachers, monitor the consistent application of campus behavior expectations, and review disaggregated discipline data to identify patterns and adjust interventions.

Strategy's Expected Result/Impact: By May 2027, Lee Elementary will reduce overall ISS/OSS disciplinary incidents and decrease the disproportionate representation of African American students in discretionary discipline referrals, as measured by campus discipline reports and disaggregated student discipline data.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 4

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Intervention and progress-monitoring systems are not yet consistently implemented to ensure students receive timely, targeted support.	Processes for identifying specific student needs, assigning targeted interventions, documenting progress, and adjusting supports based on student response are not fully developed or consistently implemented across teams.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

By May 2027, Lee Elementary will provide at least one meaningful parent and family engagement opportunity each month during the school year and increase family participation in campus academic engagement events, with a target of at least 75 families participating in each major academic event, as measured by event calendars, sign-in sheets, participation records, and family feedback.

Evaluation Data Source: Campus family engagement calendar, event flyers, parent sign-in sheets, participation trackers, parent feedback surveys, and parent communication records.

Strategy 1

Lee Elementary will provide monthly parent and family engagement opportunities focused on strengthening home-school partnerships and supporting student academic success. Activities will include academic family nights, parent workshops, Coffee with the Principal, parent-teacher conferences, and opportunities for families to learn strategies for supporting reading and mathematics at home. The campus will provide accessible communication in English and Spanish and gather family feedback to guide future engagement opportunities.

Strategy's Expected Result/Impact: Lee Elementary will provide at least one family engagement opportunity each month during the school year, with at least 75 families participating in each major academic engagement event. Increased family participation and access to academic resources will strengthen home-school partnerships and families' ability to support student learning.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family participation in campus events, academic activities, and opportunities for engagement is inconsistent.	The campus needs more varied and intentional opportunities for families to engage with the school in ways that are accessible, meaningful, and connected to student learning.

State Compensatory Education

State Compensatory

Budget for Lee Elementary School

Total SCE Funds: $29,930.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Additional Instructional Staff: Interventionists and bilingual instructional aides to provide targeted support in reading and math. Extended Learning Opportunities: Part-time tutors to address unfinished learning in reading and math. Bilingual interventionists to provide RTI services. Professional Development: Training for teachers on data-driven instruction, SIOP strategies, Reading Academies, and differentiation for at-risk students. Instructional Materials & Resources: Intervention programs, digital platforms (Imagine Learning, DreamBox, iStation), and classroom supplies. Counseling and Social-Emotional Supports: Counseling services, SEL curriculum, and behavior intervention supports for students identified as at-risk.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Lee Elementary conducted its Comprehensive Needs Assessment (CNA) during August and September 2026 as part of the development of the 2026–2027 Campus Improvement Plan. Campus leadership reviewed data throughout the process and gathered input from stakeholders representing teachers, support staff, parents, and community members. Stakeholders were selected to provide representation across grade levels, programs, and the school community. The CNA examined four areas: Demographics, Student Learning, School Processes and Programs, and Perceptions. Data sources included STAAR, MAP Growth, TELPAS, CIRCLE, attendance, discipline, student demographic and program data, campus processes, and stakeholder feedback. Data were reviewed and disaggregated by student group when appropriate to identify strengths, areas of need, priority problem statements, and root causes. Findings from the CNA were then used to establish performance objectives and select strategies for the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of Lee Elementary's 2026–2027 Schoolwide Plan/Campus Improvement Plan began in August 2026 with the review of campus data and identification of strengths and areas of need. During August and September, campus leadership and stakeholders participated in the Comprehensive Needs Assessment process, reviewed multiple data sources, identified priority problem statements and root causes, and provided input on campus priorities. CNA findings were then used to develop measurable performance objectives and high-leverage strategies aligned to identified needs. The Campus Improvement Plan will be monitored and reviewed throughout the school year, with adjustments made as needed based on student outcomes and implementation data. Evidence of multiple stakeholder meetings, including dated agendas, meeting notes/minutes, and sign-in sheets, is maintained in the campus Title I/CIP documentation.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the development of Lee Elementary's Campus Improvement Plan through participation in the CNA and campus planning process. Stakeholders representing teachers, support staff, parents, and community members are provided opportunities to review campus data, discuss identified needs, provide input on priority areas, and offer feedback on proposed goals and strategies. Feedback is solicited through stakeholder meetings, discussion, and opportunities to review and respond to the developing plan. Stakeholder feedback is considered when determining campus priorities and refining the Campus Improvement Plan. Documentation, including the stakeholder list identifying names and roles, meeting agendas, notes/minutes, and sign-in sheets, is maintained in the campus Title I/CIP documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Lee Elementary's Campus Improvement Plan is made available to the district, parents, families, and the public through the Lee Elementary school website. The plan is posted in both English and Spanish to ensure information is accessible and understandable to the school community. The campus will provide additional assistance or clarification upon request to support families in accessing and understanding the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Lee Elementary's Campus Improvement Plan is developed in coordination with applicable federal, state, district, and local programs and resources to provide comprehensive support for students and families. Title I resources are aligned with campus instructional priorities and are coordinated with services supporting Emergent Bilingual students, students receiving Special Education services, student health and wellness, nutrition, school safety, attendance, and family engagement. Campus and district staff collaborate to identify student and family needs, connect families with available resources and services, and ensure programs and funding sources work together to support academic achievement, student well-being, and equitable access to educational opportunities.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation related to the evaluation of Lee Elementary's Schoolwide program is maintained within Plan4Learning and the campus Title I/CIP documentation. Program effectiveness is monitored throughout the year through formative reviews of Campus Improvement Plan performance objectives and strategies, including analysis of student achievement, growth, attendance, discipline, implementation, and perception data as applicable. Progress and adjustments are documented in the Plan4Learning Formative Reviews, with an annual evaluation documented in the Summative Review. Supporting evidence, including meeting agendas, sign-in sheets, notes/minutes, assessment data, and other relevant documentation, is maintained with campus Title I/CIP records. Findings from the annual evaluation are incorporated into the following year's Comprehensive Needs Assessment to identify continued needs, determine priorities, and inform development of the next Schoolwide program plan.

Title I Personnel

Name	Position	Program	FTE
Jose Moreno	Math Interventionist		
Kelsey Burlingame	Reading Interventionist		
Roselyn Soto	Parent Liaison		

Irving Independent School District

Lively Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

832

Generated by Plan4Learning.com
October 09, 2026 at 09:24 AM

Mission Statement

Lively exists to empower students to impact the world.

Vision

Build relationships. Teach with intention. Act with urgency.

Value Statement

Building relationships.

Big belief.

Students first.

Achievement.

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 22

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 38

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 42

State Compensatory Education 46

Budget for Lively Elementary School 47

Title I Summary 48

Title I Personnel 49

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Strongest verified system features

1. **Math intervention has the clearest instructional sequence.** Placement establishes a starting point; modules provide the instructional sequence; the fifth session is reserved for progress monitoring; and Friday planning is intended to use those results.
2. **Math small groups are explicitly connected to assessment data and standards.** The system expects teachers to identify a critical student expectation, select the corresponding Catalyst strand and skill, and determine each group's starting point.
3. **The coaching model is specific enough to be observable.** It defines frequency, feedback products, Core-5 strategies, leader actions, teacher actions, and what several coaching signals mean.
4. **Several systems reinforce one another.** PLC data analysis is intended to identify standards and groups; success criteria and exit tickets provide lesson-level evidence; small groups respond to the evidence; and coaching supports delivery.

Most significant implementation gaps

1. **The campus has more evidence of system design than system fidelity.** No completed PLC records, intervention spreadsheets, progress-monitoring trackers, coaching logs, or walkthrough summaries were supplied.
2. **Entry, movement, and exit rules for intervention are not documented.** Assessments are named, but common decision thresholds are not.
3. **Reading and science systems are less fully documented than mathematics.** The reading evidence is limited to a monitoring template and brief references in campus reflection materials. No comparable science instructional or intervention process was supplied.
4. **Student success criteria are described but not demonstrated.** There is no evidence showing their quality, visibility, student use, or consistency.
5. **The coaching launch is strong procedurally, but effectiveness is unverified.** The files do not show whether feedback resulted in sustained changes in instruction.
6. **The STAAR small-group plan is a short-term acceleration structure.** It should not be treated as evidence of consistent yearlong Tier 1 implementation.

Relationship to academic outcomes

The academic results indicate that the instructional systems had not yet produced consistently strong achievement across the campus:

- STAAR mathematics was **50% Approaches+, 25% Meets+, and 6% Masters** across 337 tests. (
- STAAR reading was **53% Approaches+, 29% Meets+, and 10% Masters** across 339 tests.
- STAAR science was stronger at **67% Approaches+, 35% Meets+, and 9% Masters** across 110 tests.
- Across the combined MAP report, **48.94%** of Lively students met projected growth.

Demographics

Summary

Lively Elementary serves **715 students** in PK–5. Enrollment includes 56 PK students, 94 kindergarten students, 101 first-grade students, 117 second-grade students, 116 third-grade students, 116 fourth-grade students, and 115 fifth-grade students.

The campus population includes:

- **580 Hispanic-Latino students, or 81.12%**.
- **414 emergent bilingual students, or 57.90%**.
- **376 bilingual-program students, or 52.59%**.
- **44 ESL students, or 6.15%**.
- **118 students receiving special education services, or 16.50%**.
- **530 students identified as at risk, or 74.13%**.
- **121 gifted and talented students, or 16.92%**.
- **18 students experiencing homelessness, or 2.52%**.
- **40 immigrant students, or 5.59%**.

Because EB, at-risk, and special education students represent substantial portions of enrollment, accessible Tier 1 instruction, language development, intervention, enrichment, and progress monitoring are campuswide responsibilities.

- Grade-level enrollment is relatively balanced in Grades 2–5, ranging from 115 to 117 students per grade.
- The campus identifies 121 students for gifted and talented services, providing an established population for enrichment and advanced-learning monitoring.

Strengths

- Lively serves a culturally and linguistically diverse enrollment of **715 students**, including **580 Hispanic students (81.12%)** and **414 emergent bilingual students (57.90%)**. This provides a strong foundation for bilingualism, biliteracy, and culturally responsive family engagement. *(26-27 Lively Campus Demographics.pdf, campus enrollment and student-program tables.)*
- **121 students (16.92%)** are identified for gifted and talented services, representing a substantial group of students eligible for advanced academic learning opportunities.
- Emergent bilingual students performed near the campus average across the combined STAAR subjects: **26% Meets Grade Level or Above**, compared with **28% campuswide**. In mathematics, both emergent bilingual students and the campus overall reached **25% Meets Grade Level or Above**.
- The campus serves students with multiple instructional and support needs, including **118 students receiving special education services (16.50%)**, **530 students identified as at risk (74.13%)**, **40 immigrant students (5.59%)**, and **18 students experiencing homelessness (2.52%)**.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students currently receiving special education services demonstrated lower STAAR achievement than the campus overall	Inconsistent progress monitoring and delayed instructional regrouping have limited the campus's ability to determine whether interventions are producing sufficient improvement for students receiving special education services.
2 ★	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

★ = Priority

Student Learning

Summary

Lively's projected accountability score increased from **51/F in 2025 to 64/D in 2026**, a 13-point improvement. The projected 2026 component results were Student Achievement 56/F, Academic Growth 62/D, Relative Performance 57/F, and Closing the Gaps 68/D

- **54% reached Approaches Grade Level or above**.
- **28% reached Meets Grade Level or above**.
- **8% reached Masters Grade Level**.

Subject	Tests	Approaches+	Meets+	Masters
Reading	339	53%	29%	10%
Mathematics	337	50%	25%	6%
Science	110	67%	35%	9%

MAP achievement was at the **45th percentile in mathematics**, the **29th percentile in English reading**, and the **53rd percentile in Spanish reading**. English-reading achievement was at the 26th percentile in Grade 3, 29th percentile in Grade 4, and 23rd percentile in Grade 5.

Across the combined MAP report, **48.94% of Lively records met projected growth**, compared with 51.31% districtwide.

Strengths

- The projected accountability score improved by 13 points from 2025 to 2026.
- Science was the strongest STAAR subject, with 67% Approaches+ and 35% Meets+.
- Spanish-reading MAP achievement was at the 53rd percentile, compared with the 29th percentile in English reading.
- EB/EL mathematics results were approximately equal to campus mathematics results:
    - EB/EL students achieved 51% Approaches+, 25% Meets+, and 6% Masters, compared with campus results of 50%, 25%, and 6%. This indicates that mathematics is a campuswide content need rather than a problem attributable to EB status.
- Among matched TELPAS records, 121 students progressed one composite level and 23 progressed two or more levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students in Grades 3-5 are not consistently demonstrating grade-level mathematics achievement.	The campus assessment-to-action cycle was not implemented consistently across grade levels. Stakeholders specifically identified inconsistent progress-monitoring systems, delayed regrouping after assessments, interventions without progress checks, unclear intervention success criteria, and insufficient alignment between exit tickets and reteach.
2 ★	Students in Grades 3-5 are not consistently demonstrating grade-level reading achievement.	Reading assessment and intervention responses were not consistently completed through the full identify-reteach-progress check-regroup cycle.
3 ★	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels
4	Students receiving special education services are not consistently meeting grade-level achievement or projected-growth expectations.	Lack of alignment among Tier 1 instruction, intervention, IEP goals, and progress monitoring.
5	Emergent bilingual students are not consistently advancing to higher English-proficiency levels.	Students 2 years or more in US schools are not progressing in the area of reading or writing on TELPAS.

★ = Priority

School Processes & Programs

Summary

Lively has established instructional expectations for:

- Standards-aligned Tier 1 instruction.
- Small-group intervention.
- Data-driven grouping.
- Success criteria and exit tickets.
- Aggressive monitoring.
- PLC collaboration.
- Curriculum internalization.
- Progress monitoring.
- Coaching and instructional feedback.
- GRIT behavior expectations and reinforcement.

District guidance allocates:

- 120 Tier 1 reading minutes in Grades K–3.
- 90 Tier 1 reading minutes in Grades 4–5.
- 30–50 minutes for reading small groups.
- 60 Tier 1 mathematics minutes in Grades K–5.
- 30–45 minutes for mathematics small groups.

The campus data-analysis process requires assessment results by question and standard, subgroup analysis, identified misconceptions, small-group plans, resources, and reassessment dates.

Strengths

- The math system connects assessment data, critical standards, Catalyst skills, group starting points, progress checks, and enrichment.
- Bridges provides placement assessment, instructional modules, a four-session instructional cycle, and progress monitoring.
- PLC agendas include desired outcomes, curriculum internalization, lesson rehearsal, success criteria, exemplars, pacing, guiding questions, engagement strategies, and Glow/Grow feedback.
- Real-time coaching defines weekly coaching walkthroughs, feedback, action steps, whisper coaching, nonverbal signals, co-teaching, and modeling.
- Stakeholders affirmed weekly PLCs, collaborative planning, data conversations, internalization, small groups

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	GRIT implementation: Students did not experience behavior expectations and reinforcement consistently across adults and settings.	Inconsistent adult implementation across classrooms and common areas
2 ★	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives
3	Progress monitoring and regrouping were not implemented consistently across grade levels	Campus instructional systems were established, but they were not implemented with consistent fidelity across grade levels

★ = Priority

Perceptions

Summary

Stakeholder notes provide qualitative evidence about staff perceptions of instructional and behavior systems. Permanently de-identified quantitative Panorama results for students, staff, and families were not available for this final synthesis.

Stakeholders reported that the House system and GRIT structures contribute to student pride and belonging. They supported continuing GRIT tickets, the school store, House rallies, common-area expectations, positive reinforcement, and staff participation.

Stakeholders also identified inconsistent behavior expectations between adults, inconsistent common-area implementation, delayed GRIT ticket or ClassDojo updates, and over-reliance on extrinsic rewards.

- Guiding Coalition reflection identified staff-perceived celebrations in using exit tickets for small groups, improving pacing through aggressive monitoring, identifying small-group resources, training paraprofessionals, productive collaboration, frequent data analysis, and student participation in the GRIT point/store system. These are staff-reported implementation perceptions, not independently verified impact findings.
- The coaching professional-learning materials emphasize a culture in which all adults are learners and identify weekly PLCs, walkthroughs, coaching opportunities, teacher-leader structures, and campus professional development as learning supports. This documents the intended professional culture rather than employees' measured perceptions of that culture.
- The behavior process includes problem-solving with students, family contact, counselor consultation, conflict resolution, a cool-down space, and celebration of improvement. This shows that relationships and restorative supports are represented in the intended behavior process

Strengths

- Stakeholders identified student pride and belonging as benefits of the House system.
- GRIT provides common language around Goals, Respect, Integrity, and Teamwork.
- The campus has defined expectations for the cafeteria, hallways, playground, restrooms, and dismissal.
- Reinforcement structures include GRIT tickets, ClassDojo, a school store, House competitions, and rallies.
- Stakeholders supported continued staff participation and positive reinforcement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.
2	Attendance decreased from 96.8% in the first six weeks to 94.1% in the fourth six weeks and ended at 95.4% in the sixth six weeks.	Health, transportation, and school-climate factors may have contributed to the midyear decline.
3 ★	Around 30% turnover of staff including paraprofessionals, classroom teachers, and campus leaders.	Increase work demands with a new curriculum and uncertainty of the district's trajcetory

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels
2 ★	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives
3 ★	Students in Grades 3-5 are not consistently demonstrating grade-level reading achievement.	Reading assessment and intervention responses were not consistently completed through the full identify-reteach-progress check-regroup cycle.
4 ★	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.
5 ★	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.
6 ★	Around 30% turnover of staff including paraprofessionals, classroom teachers, and campus leaders.	Increase work demands with a new curriculum and uncertainty of the district's trajcetory

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

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 PK students who are Proficient on math testing in English from 68% to 80% by May 2027.

Evaluation Data Source: Completed PK data-analysis records, Circle results, math PreK competencies each six weeks

Strategy 1

During existing PK PLCs, teachers will use Circle results to develop common student success criteria for those skills to use during stations with a checklist.

Strategy's Expected Result/Impact: A greater percentage of PK students will meet the identified English and Spanish Circle proficiency benchmarks and support the district language model of math in all English. PK students who are Proficient on math testing in English will increase from 68% to 80%.

Staff Responsible for Monitoring: PreK Teachers

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.

Performance Objective 2

Increase the percentage of PK students demonstrating growth in Rapid Vocabulary on Spanish Circle from 71% to 85% by May 2027.

Evaluation Data Source: Circle growth reports, PLC grouping records, and classroom progress evidence.

Strategy 1

PK teams will use the existing PLC cycle to review Circle and classroom progress evidence in Rapid Vocabulary; update instructional groups based on current results; and document whether students require continued instruction, adjusted instruction, or extension.

Strategy's Expected Result/Impact: More PK students will demonstrate measurable growth in Rapid Vocabulary because instructional grouping will respond more quickly to current evidence. Increase the percentage of students demonstrating growth on Rapid Vocabulary on Spanish Circle from 71% to 85%.

Staff Responsible for Monitoring: PreK Teachers

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 3 ☑ High Priority

Increase the percentage of Grade 3-5 students scoring at Meets Grade Level or above on STAAR Reading from 29% to 42% by May 2027. For each student group who missed target in 2026, Lively Elementary will increase reading Meets for Hispanic students from 28%-42%, Eco Disadvantaged students from 29% to 42%, EB students from 25% to 37%, SPED students from 18% to 26% and Continuously Enrolled students from 30% to 43%.

Evaluation Data Source: Completed exit ticket data in AWARE, student-work analysis (screen-to-scratch protocol), lesson plans, teacher progress monitoring, PLC minutes, student discourse and walkthrough evidence.

Strategy 1 ☑ Results Driven Accountability

Teachers will implement structured Think-Pair-Share opportunities during Tier 1 instruction using a rigorous, standards-aligned question, individual think time, assigned partners, and accountable sharing.
Structured Think-Pair-Share in all classrooms with assigned emergent bilingual students.

Strategy's Expected Result/Impact: Increased academic discourse, student engagement, use of content vocabulary, and mastery of priority standards.
Increase student achievement and academic growth in reading, mathematics, and science.
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Reading from 25% to 37%

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide step-by-step explicit modeling of priority standards through teacher think-alouds, worked examples, exemplars, and clearly communicated success criteria
Step-by-Step Explicit Modeling Using Success Criteria to support objective mastery with all economically disadvantaged students along with those continuously enrolled.

Strategy's Expected Result/Impact: Greater clarity of expectations, stronger student independence, fewer procedural and conceptual errors, and increased mastery of priority standards.
Increase the percentage of students meeting or exceeding grade-level standards on district assessments, MAP Growth, and STAAR.
Increase the percentage of economically disadvantaged students scoring at Meets Grade Level or above on STAAR Reading from 29% to 42%
Increase the percentage of continuously enrolled students scoring at Meets Grade Level or above on STAAR Reading from 30% to 43%

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Teachers will embed standards-aligned Stop-and-Jots throughout Tier 1 lessons so students regularly process learning in writing along with use of Stop-and-Jots With Sentence Stems by SPED students in a resource setting.

Strategy's Expected Result/Impact: Increase the percentage of emergent bilingual students demonstrating academic growth and improve campus TELPAS performance.
Improved written academic language, comprehension, evidence-based responses, and TELPAS reading and writing growth.
Increase the percentage of SPED students scoring at Meets Grade Level or above on STAAR Reading from 18% to 26%

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students in Grades 3-5 are not consistently demonstrating grade-level reading achievement.	Reading assessment and intervention responses were not consistently completed through the full identify-reteach-progress check-regroup cycle.
3	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 4 ☑ High Priority

Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed expected growth on Reading MAP Growth, English and Spanish combined, from 50% to 59% by May 2027. For each student group who missed target in 2026, Lively Elementary will increase reading Meets for Hispanic students from 28%-42%, Eco Disadvantaged students from 29% to 42%, EB students from 25% to 37%, SPED students from 18% to 26% and Continuously Enrolled students from 30% to 43%.

Evaluation Data Source: Exit Tickets
DCA Data
Aggressive Monitoring Checklists

Strategy 1

Teachers will embed checks for understanding--including Stop-and-Jots, response systems, exit tickets, student explanations, and brief standards-aligned tasks--throughout each lesson. Teachers will use evidence from checks for understanding to intentionally accelerate, maintain, or slow lesson pacing to support all economically disadvantaged and continuously enrolled students.

Strategy's Expected Result/Impact: Increase student engagement, time on task, and successful completion of standards-aligned instruction.
Increase the percentage of economically disadvantaged students scoring at Meets Grade Level or above on STAAR Reading from 29% to 42%
Increase the percentage of continuously enrolled students scoring at Meets Grade Level or above on STAAR Reading from 30% to 43%

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Use established GRIT time in the campus master schedule to provide interventions to close grade level gaps through use of UFLI. Named students for Tier 3 Instruction will include emergent bilingual students with Esperanza and alignment with SPED students and iReady.

Strategy's Expected Result/Impact: Students with the greatest needs will receive timely, skill-specific instruction that accelerates growth and reduces learning gaps.
Increase academic growth and grade-level proficiency for students currently performing below grade level.
Increase the percentage of SPED students scoring at Meets Grade Level or above on STAAR Reading from 18% to 26%
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Reading from 25% to 37%

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 5 ☑ High Priority

Increase the percentage of Grade 3-5 students scoring at Meets Grade Level or above on STAAR Math from 25% to 35% by May 2027. For each student group who missed target in 2026, Lively Elementary will increase math Meets for Hispanic students from 25%-35%, Eco Disadvantaged students from 25% to 35%, EB students from 25% to 45%, SPED students from 13% to 29% and Continuously Enrolled students from 26% to 43%.

Evaluation Data Source: Completed exit ticket data in AWARE, student-work analysis (screen-to-scratch protocol), lesson plans, teacher progress monitoring, PLC minutes, student discourse and walkthrough evidence.

Strategy 1 ☑ Results Driven Accountability

Teachers will implement structured Think-Pair-Share opportunities during Tier 1 instruction using a rigorous, standards-aligned question, individual think time, assigned partners, and accountable sharing.
Structured Think-Pair-Share in all classrooms with assigned emergent bilingual students.

Strategy's Expected Result/Impact: Increased academic discourse, student engagement, use of content vocabulary, and mastery of priority standards.
Increase student achievement and academic growth in reading, mathematics, and science.
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Math from 25% to 45%.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide step-by-step explicit modeling of priority standards through teacher think-alouds, worked examples, exemplars, and clearly communicated success criteria
Step-by-Step Explicit Modeling Using Success Criteria to support objective mastery with all economically disadvantaged students along with those continuously enrolled.

Strategy's Expected Result/Impact: Greater clarity of expectations, stronger student independence, fewer procedural and conceptual errors, and increased mastery of priority standards.
Increase the percentage of students meeting or exceeding grade-level standards on district assessments, MAP Growth, and STAAR.
Increase the percentage of Eco Disadvantaged students who score Meets on STAAR math from 25% to 35%
Increase the percentage of Continuously Enrolled students who score Meets on STAAR math from 26% to 43%.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Teachers will embed standards-aligned Stop-and-Jots throughout Tier 1 lessons so students regularly process learning in writing along with use of Stop-and-Jots With Sentence Stems by SPED students in a resource setting.

Strategy's Expected Result/Impact: Increase the percentage of emergent bilingual students demonstrating academic growth and improve campus TELPAS performance.
Improved written academic language, comprehension, evidence-based responses, and TELPAS reading and writing growth.
Increase the percentage of SPED students who score Meets on STAAR math from 13% to 29%.

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.

Performance Objective 6 ☑ High Priority

Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed expected growth on Math MAP Growth, English and Spanish combined, from 49% to 58% by May 2027. For each student group who missed target in 2026, Lively Elementary will increase math Meets for Hispanic students from 25%-35%, Eco Disadvantaged students from 25% to 35%, EB students from 25% to 45%, SPED students from 13% to 29% and Continuously Enrolled students from 26% to 43%.

Evaluation Data Source: Daily Exit Tickets
District Common Assessments
GRIT Time Progress Monitoring Assessments

Strategy 1

Teachers will embed checks for understanding--including Stop-and-Jots, response systems, exit tickets, student explanations, and brief standards-aligned tasks--throughout each lesson. Teachers will use evidence from checks for understanding to intentionally accelerate, maintain, or slow lesson pacing to support all economically disadvantaged and continuously enrolled students.

Strategy's Expected Result/Impact: Increase student engagement, time on task, and successful completion of standards-aligned instruction.
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Math from 25% to 45%.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Student Learning 3 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Use established GRIT time in the campus master schedule to provide interventions to close grade level gaps through use of Catalyst. Named students for Tier 3 Instruction will include emergent bilingual students with Bridges/Catalyst and alignment with SPED students and iReady.

Strategy's Expected Result/Impact: Students with the greatest needs will receive timely, skill-specific instruction that accelerates growth and reduces learning gaps.
Increase academic growth and grade-level proficiency for students currently performing below grade level.
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Math from 25% to 45%.
Increase the percentage of SPED students who score Meets on STAAR math from 13% to 29%.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.

Performance Objective 7 ☑ High Priority

Increase the percentage of Grade 5 students scoring at Meets Grade Level or above on STAAR Science from 35% to 50% by May 2027. For each student group who missed target in 2026, Lively Elementary will increase Science Meets for Hispanic students from 35%-45%, Eco Disadvantaged students from 34% to 45%, EB students from 33% to 40%, and Continuously Enrolled students from 35% to 45%.

Evaluation Data Source: MAP Benchmark
District Common Assessments
Daily Exit Tickets

Strategy 1 ☑ Results Driven Accountability

Teachers will implement structured Think-Pair-Share opportunities during Tier 1 instruction using a rigorous, standards-aligned question, individual think time, assigned partners, and accountable sharing.
Structured Think-Pair-Share in all classrooms with assigned emergent bilingual students.

Strategy's Expected Result/Impact: Increased academic discourse, student engagement, use of content vocabulary, and mastery of priority standards.
Increase student achievement and academic growth in reading, mathematics, and science.
Increase the percentage of EB students who score Meets from 33% to 40%

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide step-by-step explicit modeling of priority standards through teacher think-alouds, worked examples, exemplars, and clearly communicated success criteria

Step-by-Step Explicit Modeling Using Success Criteria to support objective mastery with all economically disadvantaged students along with those continuously enrolled.

Strategy's Expected Result/Impact: Greater clarity of expectations, stronger student independence, fewer procedural and conceptual errors, and increased mastery of priority standards.
Increase the percentage of students meeting or exceeding grade-level standards on district assessments, MAP Growth, and STAAR.
Increase the percentage of economically disadvantaged students who score Meets from 34% to 45%
Increase the percentage of continuously enrolled students who score Meets from 35% to 45%

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Teachers will embed standards-aligned Stop-and-Jots throughout Tier 1 lessons so students regularly process learning in writing along with use of Stop-and-Jots With Sentence Stems by SPED students in a resource setting.

Strategy's Expected Result/Impact: Increase the percentage of emergent bilingual students demonstrating academic growth and improve campus TELPAS performance.
Improved written academic language, comprehension, evidence-based responses, and TELPAS reading and writing growth.
Increase the percentage of SPED students who score Meets from 20% to 30%.

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students in Grades 3-5 are not consistently demonstrating grade-level reading achievement.	Reading assessment and intervention responses were not consistently completed through the full identify-reteach-progress check-regroup cycle.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by one level from 32.70% to 40% by May 2027. Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Reading from 25% to 37%

Evaluation Data Source: ELD District Assessment
Bluebonnet SLAR Unit Assessments
SCR/ECR Scores from Reading District Common Assessments
Increase the percentage of EB students scoring at Meets Grade Level or above on STAAR Reading from 25% to 37%

Strategy 1 ☑ Results Driven Accountability

Teachers will implement structured Think-Pair-Share opportunities during Tier 1 instruction using a rigorous, standards-aligned question, individual think time, assigned partners, and accountable sharing.
Structured Think-Pair-Share

Strategy's Expected Result/Impact: Increased academic discourse, student engagement, use of content vocabulary, and mastery of priority standards.
Increase student achievement and academic growth in reading, mathematics, and science.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide step-by-step explicit modeling of priority standards through teacher think-alouds, worked examples, exemplars, and clearly communicated success criteria
Step-by-Step Explicit Modeling Using Success Criteria

Strategy's Expected Result/Impact: Greater clarity of expectations, stronger student independence, fewer procedural and conceptual errors, and increased mastery of priority standards.
Increase the percentage of students meeting or exceeding grade-level standards on district assessments, MAP Growth, and STAAR.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 39 students to 29 students by May 2027.

Evaluation Data Source: Chronic-absence report, aggregate reason analysis, intervention records, follow-up attendance, and student-group trends.

Strategy 1

Use incentive program to celebrate students who average above 97% attendance each six weeks.

Strategy's Expected Result/Impact: Chronic absence will decrease after attendance responses are matched.

Staff Responsible for Monitoring: DP Clerk
Counselors
Attendance Assistant Principal

Problem Statements: Perceptions 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Bi-weekly attendance committee meetings to review Cognos reports and create family notifications for chronically absent students.

Strategy's Expected Result/Impact: Decrease number of student absences in PreK and Kindergarten students
Collaborate with families on learning the impact of loss of instruction

Staff Responsible for Monitoring: DP Clerk
Counselors
Attendance Assistant Principal

Problem Statements: Perceptions 1

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.
3	Around 30% turnover of staff including paraprofessionals, classroom teachers, and campus leaders.	Increase work demands with a new curriculum and uncertainty of the district's trajcetory

Performance Objective 2 ☑ High Priority

Decrease the number of disciplinary incidents for male students from 17 to 10 by May 2027.

Evaluation Data Source: Walkthrough calibration records, aggregate GRIT/Dojo distribution, referral and suspension data by student group and setting, and follow-up feedback records.

Strategy 1 ☑ Targeted Support Strategy

Use GRIT tickets to award students for following campus behavior expectations in common areas.

Strategy's Expected Result/Impact: Discretionary referrals and suspensions will decrease, and disproportionality will narrow, because adults will use the same expectations, redirection process, and reinforcement criteria across settings.

Staff Responsible for Monitoring: Campus administratiors
Specials Teachers

Problem Statements: Perceptions 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Teachers will deliver concise, observable "What to Do" directions that identify the expected Time, Voice, and Body for each classroom task and transition.
Clear "What to Do" Instructions Using Time, Voice, and Body

Strategy's Expected Result/Impact: Improve the learning environment by reducing instructional disruptions and increasing student engagement and time on task.
Smoother transitions, fewer behavior disruptions, increased time on task, and more consistent classroom expectations across the campus.

Staff Responsible for Monitoring: Classroom Teachers
Counselor

Problem Statements: School Processes & Programs 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PLC time was not consistently protected for deep instructional work.	PLCs consisted of excessive logistics, repetitive agenda items, passive participation, rushed data conversations, and too many simultaneous initiatives

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Around 30% turnover of staff including paraprofessionals, classroom teachers, and campus leaders.	Increase work demands with a new curriculum and uncertainty of the district's trajcetory

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Increase the count of Lively families participating in the Panorama Climate Survey from 63 to 126 by May 2027.

Evaluation Data Source: Climate/Culture Survey
Quanity of Class Dojo posts
Percentage of Post Engagement on Facebook

Strategy 1

Families complete feedback surveys after campus events.

Strategy's Expected Result/Impact:
Gather frequent feedback from parents to create family classes/campus events.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 2 - Student Learning 2 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students in Grades 3-5 are not consistently demonstrating grade-level reading achievement.	Reading assessment and intervention responses were not consistently completed through the full identify-reteach-progress check-regroup cycle.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Mathematics achievement: In Grades 3-5, 25% of 337 STAAR mathematics tests reached Meets+ and 6% reached Masters.	Inconsistent progress monitoring, delayed regrouping, interventions without progress checks, and inconsistent exit-ticket/reteach alignment.

Performance Objective 2

Accumulate at least 100 parent volunteer hours by May 2027.

Evaluation Data Source: Parent Center Volunteer Log
Campus Events Calendar on ClassDojo
Volunteer Sign-In Sheets

Strategy 1

Send home monthly parent newsletter naming volunteer opportunities.

Strategy's Expected Result/Impact: Increase campus score on Panorama survey regarding school/family communication
Support for teachers to complete miscellaneous tasks
Develop family and school partnerships

Staff Responsible for Monitoring: Parent Liaison
Campus Front Office Staff

Problem Statements: Student Learning 3

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Develop an incentive program to award/acknowledge high-volume volunteers.

Strategy's Expected Result/Impact: Build a positive campus culture
Enhance campus social media and build positive campus narrative
Increase parent involement
Create more community partnerships

Staff Responsible for Monitoring: Parent Liaison
Campus Secretary

Problem Statements: Demographics 2 - Perceptions 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	226 of 370 students (61.08%) did not demonstrate a composite increase of at least one proficiency level.	Campus does not yet have a consistently implemented system for using domain-specific language evidence, shared success criteria, and timely progress checks to adjust language-development instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students are not consistently meeting expected academic growth. Across the combined MAP report, 48.94% of campus records met projected growth, compared with 51.31% districtwide.	Progress-monitoring and regrouping practices were not consistently implemented across grade levels

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Around 30% turnover of staff including paraprofessionals, classroom teachers, and campus leaders.	Increase work demands with a new curriculum and uncertainty of the district's trajcetory

State Compensatory Education

State Compensatory

Budget for Lively Elementary School

Total SCE Funds: $30,051.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our SCE funds this year will be used to pay for instructional resources.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Frank Riano	Intervention Specialist		
Mariah Rodriguez	Title 1 Aide		
Natalia Calzada	Parent Liaison		1
Tiffany Jenkins	Academic Specialist		1

Irving Independent School District

Schulze Elementary School

2026-2027 Campus Improvement Plan

881

Generated by Plan4Learning.com
October 09, 2026 at 09:25 AM

Mission Statement

At Schulze Elementary, we empower all students through high quality learning experiences.

Vision

At Schulze Elementary, we expand future opportunities for all learners by building an exceptional, sustainable learning environment.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 13

Perceptions 15

Priority Problem Statements 17

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 25

Goals 26

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 27

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 43

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 46

State Compensatory Education 49

Budget for Schulze Elementary School 50

Personnel for Schulze Elementary School 50

Title I Summary 51

Title I Personnel 52

Comprehensive Needs Assessment

Demographics

Summary

J.O. Schulze Elementary has an enrollment of 689 students with an average attendance rate of 95.1% for the past three years. Currently, 94.0% of our student population is economically disadvantaged, with 18.1% receiving Special Education services and 72.4% identified as Emergent Bilingual/English Learners. While our student demographics have remained consistent, our overall enrollment has increased compared to recent years. Despite this growth, enrollment in monolingual classes continues to trend lower, with one section of monolingual Kindergarten and one section of monolingual 5th grade. Bilingual classes remain steady at approximately 20 students per class on average.

We serve PreK4 through 5th grade students, ranging from ages 4–11.

Our campus consistently implements Positive Behavior Intervention Supports (PBIS) RISE and Social Emotional Learning strategies to support student behavior and discipline. The social-emotional needs of our students remain a priority, and we are committed to supporting the whole child by fostering academic growth, social-emotional development, and positive behavior. Additionally, we are proactively engaging students in extracurricular opportunities and STEM activities to build stronger connections to school, increase student engagement, and encourage exploration beyond the classroom.

We encourage our school community to live out our Dream BIG expectations each day, reminding students to Be Respectful and Responsible, Improve Yourself, and Give Back. In addition our 26-27 school year is grounded on Every Student, Every Classroom, Every Day, while ensuring our key initiatives are implemented-

Plan with Purpose
Teach with Excellence
Coach for Growth
Build Relationships
Own the Outcome

Current ethnic groups are as follows:

Hispanic - 86.4%

African American - 3%

White - 8.2%

Asian and Two or More Races- 0.575%

Current student programs:

Emergent Bilingual/English Learners - 72.4%

Special Education - 18.1%

Chronic Absenteeism-12%

Staff Information:

Total Staff Members: 71.6

Professional Staff: 51

Teachers: 51

Professional Support Staff: 7

Teachers by Years of Experience:

Beginning Teachers: 13.4%

1-5 years - 21.7%

6-10 years - 19.8%

11-20 years - 29.4%

21- 30 years - 11.9%

Attendance Year to Date - **Steady and Strong:** Maintained at above **94%** throughout the year—an indicator of strong engagement.

Demographics: Strengths, Challenges, and Implications for Planning

Strengths

- Attendance rates have remained stable and strong, supporting learning continuity.
- Grade 3 Math is a bright spot, reflecting effective numeracy instruction and strong Tier 1 practices in the lower grades.

Challenges

- Upper-grade performance is declining in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.
- Behavioral incidents have increased alongside enrollment growth, underscoring the need for consistent expectations, proactive behavior systems, and additional social-emotional supports.
- Persistent achievement gaps remain for African American and Emergent Bilingual students in Reading, requiring culturally responsive teaching and targeted instructional practices.

Implications for Improvement Planning

- Strengthen Tier 1 instruction and vertical alignment in upper grades, particularly in Reading and Math, to address academic declines.
- Implement targeted subgroup interventions for African American and EB/EL students to close persistent achievement gaps.
- Ensure behavior expectations and support systems are consistently implemented campuswide to reduce incidents and support a positive learning environment.
- Continue leveraging early-grade instructional strengths to build long-term academic success across grade levels.
- Expand student engagement opportunities through extracurricular and STEM activities to foster belonging, reduce behavior concerns, and increase student connectedness to school.

Strengths

Strengths

- Attendance rates have remained stable and strong, supporting learning continuity.
- Grade 3 Math is a bright spot, reflecting effective numeracy instruction and strong Tier 1 practices in the lower grades.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student achievement in grades 3-5 remains below desired performance levels.	Targeted interventions, small-group differentiation, and instructional responses based on identified student needs are not consistently implemented across classrooms.
2 ★	Achievement gaps persist across student groups, as evidenced by the Closing the Gaps score of 59 (F), with the campus earning only 13% of available points in Academic Achievement, 4% in Growth Status, and 0% in Student Success.	Opportunity exists to strengthen the consistent use of student data to identify individual learning needs, differentiate Tier I instruction, provide targeted interventions, and monitor progress to make timely instructional adjustments.
3 ★	Students demonstrate low levels of mastery across content areas, with only 10% achieving Masters Grade Level across all subjects, including 10% in Reading, 11% in Math, and 4% in Science.	Instruction is not consistently providing the level of rigor, differentiation, and opportunities for higher-level thinking necessary to move students from basic understanding toward Meets and Masters Grade Level performance.

★ = Priority

Student Learning

Summary

Areas of Strength

1. Mathematics Performance

- Mathematics is the strongest overall STAAR content area, with 56% of students at Approaches Grade Level or above, 30% at Meets Grade Level or above, and 11% at Masters Grade Level.
- Math performance at Masters Grade Level is equal to the district rate of 11%, providing an area to build upon.

2. Reading Performance

- In Reading, 55% of students achieved Approaches Grade Level or above, 29% achieved Meets Grade Level or above, and 10% achieved Masters Grade Level.
- Reading performance provides an instructional foundation for increasing the number of students moving from Approaches to Meets and Masters.

3. English Language Proficiency

- English Language Proficiency represents the strongest component within Closing the Gaps, earning **50% of available points**.
- The High Focus Group was identified as On Track to Interim Target for English Language Proficiency.

4. Relative Performance

- The campus earned a 58 scaled score in Relative Performance while serving a student population identified as **94% economically disadvantaged**.
- This was the stronger of the two School Progress measures when compared with Academic Growth.

Areas of Growth

1. Overall Student Achievement

- Overall STAAR performance remains an area of significant need, with 53% of students at Approaches Grade Level or above, 27% at Meets Grade Level or above, and 10% at Masters Grade **Level**.
- Campus performance is below district performance at Approaches (53% vs. 64%) and Meets (27% vs. 38%).

2. Science Achievement

- Science represents the greatest content-area need. Only 42% of students achieved Approaches Grade Level or above, **14%** achieved Meets Grade Level or above, and **4%** achieved Masters Grade Level.
- District performance was 73% Approaches, 44% Meets, and 18% Masters, demonstrating substantial achievement gaps that require targeted attention.

3. Academic Growth

- Academic growth is a significant area of need. The Annual Growth Score is 47%, indicating that fewer than half of students demonstrated at least one year of academic progress.
- The Accelerated Learning Score is 19%, indicating a need to strengthen intervention and acceleration for students who enter instruction below grade level.

4. Closing the Gaps

- Closing the Gaps earned a scaled score of 59 (F).
- The campus earned only 13% of available Academic Achievement points, 4% of Growth Status points, and 0% of Student Success points.
- These results indicate a need for intentional monitoring and differentiated support across student groups.

5. Increasing Meets and Masters Performance

- Although more than half of students reached Approaches in Reading and Math, substantially fewer students reached Meets and Masters.
- This indicates a need to strengthen the rigor of Tier I instruction, differentiation, checks for understanding, targeted small-group instruction, and opportunities for students to demonstrate higher levels of thinking and mastery.

Strengths

Student Learning Strengths

1. **Mathematics Achievement**
    - Mathematics demonstrated the strongest overall STAAR performance, with 56% of students achieving Approaches Grade Level or above, 30% achieving Meets Grade Level or above, and 11% achieving Masters Grade Level.
    - The campus Masters rate in Math (11%) matched the district Masters rate (11%).
2. **Reading Achievement**
    - In Reading-55% of students achieved Approaches Grade Level or above, 29% achieved Meets Grade Level or above, and 10% achieved Masters Grade Level.
    - Reading performance at Approaches provides a foundation for increasing student performance at Meets and Masters.
3. **English Language Proficiency**
    - English Language Proficiency was the strongest component within Closing the Gaps, with the campus earning 50% of available points.
    - The High Focus Group was identified as On Track to Interim Target for English Language Proficiency.
4. **Student Support Systems**
    - Students continue to receive instructional support based on identified needs through Special Education services and IEPs, Section 504 accommodations, MTSS, targeted interventions, and acceleration/enrichment opportunities.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students demonstrate low levels of mastery across content areas, with only 10% achieving Masters Grade Level across all subjects, including 10% in Reading, 11% in Math, and 4% in Science.	Instruction is not consistently providing the level of rigor, differentiation, and opportunities for higher-level thinking necessary to move students from basic understanding toward Meets and Masters Grade Level performance.
2 ★	Students receiving Special Education services demonstrate significant achievement gaps, with only 30% achieving Approaches Grade Level or above, 12% achieving Meets Grade Level or above, and 3% achieving Masters Grade Level across STAAR-tested subjects, compared with campus rates of 53%, 27%, and 10%, respectively	Specialized instruction, accommodations, differentiation, and progress monitoring are not consistently implemented and adjusted based on individual student learning needs.
3 ★	While Emergent Bilingual students demonstrate performance comparable to or above the campus average at Meets Grade Level in Reading and Math, opportunities remain to increase performance at Masters Grade Level, with 9% of current EB students achieving Masters across STAAR-tested subjects compared with 10% campuswide.	Academic language development, scaffolds, and opportunities for higher-level application of grade-level content are not consistently integrated across content areas to move EB students from Meets toward Masters performance.
4 ★	Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.	Instruction is not consistently differentiated to address individual learning gaps and provide the rigor and targeted support necessary to move students toward Meets and Masters Grade Level performance.
5 ★	Fall 2026 MAP Reading data indicate that student achievement is significantly below national norms, with a campus median achievement percentile of 26th. 61% of students are performing at or below the 40th percentile, while only 21% are performing above the 60th percentile.	Foundational literacy skills and differentiated reading instruction are not consistently meeting the needs of students performing below national achievement norms, indicating a need for targeted small-group instruction, explicit skill development, and ongoing progress monitoring.

6 ★	Fall 2026 MAP Math data indicate that overall mathematics achievement remains below national norms, with a campus median achievement percentile of 45th percentile. 46% of students are performing at or below the 40th percentile, while 31% are performing above the 60th percentile.	Foundational numeracy skills and differentiated mathematics instruction are not consistently meeting the needs of students entering the year below national achievement norms, indicating a need for targeted small-group instruction, conceptual development, and ongoing progress monitoring.
7 ★	Student attendance is currently 95.1%, indicating an opportunity to increase daily attendance and reduce lost instructional time to support consistent student learning and academic growth.	Inconsistent attendance among students, including patterns of chronic absenteeism and repeated absences, reduces access to Tier I instruction and contributes to gaps in learning and academic progress.
8 ★	Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.	Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.
9 ★	PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.	Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.
10 ★	Student achievement in grades 3-5 remains below desired performance levels.	Targeted interventions, small-group differentiation, and instructional responses based on identified student needs are not consistently implemented across classrooms.

11 ★

Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

12 ★

STAAR Meets Grade Level performance remains an area of need, with Reading decreasing from 31% to 29%, while Math increased from 27% to 30%.

Teachers need continued coaching support in leveraging high-level essential standards during planning to ensure instructional alignment, rigor, and opportunities for students to demonstrate Meets Grade Level performance.

13 ★

Students receiving Special Education services continue to demonstrate significant achievement and growth needs. Current SPED students achieved 13% Meets or above in Reading and 14% in Mathematics, compared with campus rates of 29% and 30%, respectively. Academic growth also remains an area of concern: current SPED students earned a 44% RLA Academic Growth Score and 37% Mathematics Academic Growth

Intervention and specialized instructional structures are not consistently differentiated, progress monitored, and adjusted based on individual student performance and response to intervention.

14 ★

Emergent Bilingual students demonstrate progress in English language proficiency and comparable performance to the campus in several academic measures; however, continued emphasis is needed on accelerating language development and increasing higher levels of academic achievement. The 2026 TELPAS Progress Rate increased to 38% from 31% in 2025, while the current target is 40%.

Academic language development and content instruction are not consistently integrated across classrooms at the level necessary to accelerate English language proficiency and move students toward higher levels of academic mastery.

★ = Priority

School Processes & Programs

Summary

Schulze Elementary implements district-adopted high-quality instructional resources, with a focus on strengthening Tier I instruction and providing rigorous, grade-level learning.

Teachers use MAP, STAAR, DOLs, and campus/district assessments to monitor progress, identify learning gaps, and plan intervention, acceleration, and enrichment. The master schedule protects Tier I instruction and targeted intervention time.

Through PLCs, lesson internalization, coaching, walkthroughs, and professional learning, teachers analyze student data, plan for rigor and misconceptions, and adjust instruction based on student needs. The campus focus is on consistent Tier I instruction that increases student growth, grade-level achievement, and mastery.

Strengths

- The district holds a number of recruiting events throughout the year (job fairs, college recruit events). Stipends are offered based on endorsements and certifications for higher need content areas.
- Our Guiding Coalition (Team Leaders) are able to develop leadership skills by serving as a liaison between administration and the grade-level/content area teams. They facilitate campus training and team meetings to ensure the alignment of campus expectations.
- Our Campus Improvement Committee and Guiding Coalition consistently monitor campus performance outcomes at the beginning, middle, and end of the year and adjust campus goals as needed.
- The STEAM Lab is available to all students for extended technology activities that are integrated within the curriculum: robotics, 3D printing and makerspace.
- Students have access to one to one device to support technology integration within the classroom.
- We embedded additional planning time for teachers for Purposeful Planning with clear protocols.
- Irving ISD provides the ConnectED teacher mentoring program to support first- and second-year teachers through mentoring and ongoing professional support.
- The integration of RISE strategies has helped teachers with classroom management.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Achievement gaps persist across student groups, as evidenced by the Closing the Gaps score of 59 (F), with the campus earning only 13% of available points in Academic Achievement, 4% in Growth Status, and 0% in Student Success.	Opportunity exists to strengthen the consistent use of student data to identify individual learning needs, differentiate Tier I instruction, provide targeted interventions, and monitor progress to make timely instructional adjustments.

★ = Priority

Perceptions

Summary

Schulze Elementary promotes a positive school culture centered on “Every Student. Every Classroom. Every Day.” Our work is guided by the key initiatives: Plan with Purpose, Teach with Excellence, Coach for Growth, Build Relationships, and Own the Outcome.

A full-time Parent Liaison supports family engagement and connects families with campus resources and opportunities for involvement. The campus strengthens family and community partnerships through Fall Carnival, Reading Nights, Math and Science Nights in partnership with the Perot Museum, parent classes, All Pro Dad, Coffee with the Principal, Grandparents Day, Lotería Night, and other extracurricular and family engagement activities.

Parent surveys are utilized to gather feedback and identify opportunities to strengthen family engagement, school culture, and campus practices.

Strengths

Schulze Elementary continues to build connections with community partners and organizations that provide resources and services to Irving families. District and campus events provide opportunities to learn about available community resources and strengthen partnerships that support students and families.

The campus also seeks parent feedback through surveys and ongoing communication to better understand families’ experiences related to school climate, feeling welcomed and respected, safety, communication, and opportunities for involvement. Survey results will be reviewed as available to identify strengths and opportunities for continued growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	2026 STAAR data indicate continued achievement gaps for students receiving Special Education services, with 30% at Approaches, 12% at Meets, and 3% at Masters.	There is an opportunity to strengthen specialized instruction, accommodations, differentiated supports, and progress monitoring to accelerate achievement and growth for students receiving Special Education services.
2 ★	2026 data show progress among Emergent Bilingual students, with 29% reaching Meets in Reading and 33% in Math; however, opportunities remain to increase higher levels of achievement, with 9% reaching Masters overall. TELPAS progress also increased from 31% to 38%, approaching the 40% target.	There is an opportunity to further strengthen the integration of academic language development, language objectives, scaffolds, and rigorous content instruction to support continued language growth and increase achievement at the Meets and Masters levels.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students demonstrate low levels of mastery across content areas, with only 10% achieving Masters Grade Level across all subjects, including 10% in Reading, 11% in Math, and 4% in Science.	Instruction is not consistently providing the level of rigor, differentiation, and opportunities for higher-level thinking necessary to move students from basic understanding toward Meets and Masters Grade Level performance.
2 ★	Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.	Instruction is not consistently differentiated to address individual learning gaps and provide the rigor and targeted support necessary to move students toward Meets and Masters Grade Level performance.
3 ★	Emergent Bilingual students demonstrate progress in English language proficiency and comparable performance to the campus in several academic measures; however, continued emphasis is needed on accelerating language development and increasing higher levels of academic achievement. The 2026 TELPAS Progress Rate increased to 38% from 31% in 2025, while the current target is 40%.	Academic language development and content instruction are not consistently integrated across classrooms at the level necessary to accelerate English language proficiency and move students toward higher levels of academic mastery.
4 ★	2026 data show progress among Emergent Bilingual students, with 29% reaching Meets in Reading and 33% in Math; however, opportunities remain to increase higher levels of achievement, with 9% reaching Masters overall. TELPAS progress also increased from 31% to 38%, approaching the 40% target.	There is an opportunity to further strengthen the integration of academic language development, language objectives, scaffolds, and rigorous content instruction to support continued language growth and increase achievement at the Meets and Masters levels.
5 ★	Achievement gaps persist across student groups, as evidenced by the Closing the Gaps score of 59 (F), with the campus earning only 13% of available points in Academic Achievement, 4% in Growth Status, and 0% in Student Success.	Opportunity exists to strengthen the consistent use of student data to identify individual learning needs, differentiate Tier I instruction, provide targeted interventions, and monitor progress to make timely instructional adjustments.

6 ★	Student achievement in grades 3-5 remains below desired performance levels.	Targeted interventions, small-group differentiation, and instructional responses based on identified student needs are not consistently implemented across classrooms.
7 ★	While Emergent Bilingual students demonstrate performance comparable to or above the campus average at Meets Grade Level in Reading and Math, opportunities remain to increase performance at Masters Grade Level, with 9% of current EB students achieving Masters across STAAR-tested subjects compared with 10% campuswide.	Academic language development, scaffolds, and opportunities for higher-level application of grade-level content are not consistently integrated across content areas to move EB students from Meets toward Masters performance.
8 ★	Students receiving Special Education services demonstrate significant achievement gaps, with only 30% achieving Approaches Grade Level or above, 12% achieving Meets Grade Level or above, and 3% achieving Masters Grade Level across STAAR-tested subjects, compared with campus rates of 53%, 27%, and 10%, respectively	Specialized instruction, accommodations, differentiation, and progress monitoring are not consistently implemented and adjusted based on individual student learning needs.
9 ★	Fall 2026 MAP Math data indicate that overall mathematics achievement remains below national norms, with a campus median achievement percentile of 45th percentile. 46% of students are performing at or below the 40th percentile, while 31% are performing above the 60th percentile.	Foundational numeracy skills and differentiated mathematics instruction are not consistently meeting the needs of students entering the year below national achievement norms, indicating a need for targeted small-group instruction, conceptual development, and ongoing progress monitoring.
10 ★	Fall 2026 MAP Reading data indicate that student achievement is significantly below national norms, with a campus median achievement percentile of 26th. 61% of students are performing at or below the 40th percentile, while only 21% are performing above the 60th percentile.	Foundational literacy skills and differentiated reading instruction are not consistently meeting the needs of students performing below national achievement norms, indicating a need for targeted small-group instruction, explicit skill development, and ongoing progress monitoring.
11 ★	Student attendance is currently 95.1%, indicating an opportunity to increase daily attendance and reduce lost instructional time to support consistent student learning and academic growth.	Inconsistent attendance among students, including patterns of chronic absenteeism and repeated absences, reduces access to Tier I instruction and contributes to gaps in learning and academic progress.

12

Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.

Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.

13

Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

14

Students receiving Special Education services continue to demonstrate significant achievement and growth needs. Current SPED students achieved 13% Meets or above in Reading and 14% in Mathematics, compared with campus rates of 29% and 30%, respectively. Academic growth also remains an area of concern: current SPED students earned a 44% RLA Academic Growth Score and 37% Mathematics Academic Growth

Intervention and specialized instructional structures are not consistently differentiated, progress monitored, and adjusted based on individual student performance and response to intervention.

15

2026 STAAR data indicate continued achievement gaps for students receiving Special Education services, with 30% at Approaches, 12% at Meets, and 3% at Masters.

There is an opportunity to strengthen specialized instruction, accommodations, differentiated supports, and progress monitoring to accelerate achievement and growth for students receiving Special Education services.

16

PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.

Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.

17 ★

STAAR Meets Grade Level performance remains an area of need, with Reading decreasing from 31% to 29%, while Math increased from 27% to 30%.

Teachers need continued coaching support in leveraging high-level essential standards during planning to ensure instructional alignment, rigor, and opportunities for students to demonstrate Meets Grade Level performance.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, Schulze Elementary will increase the percentage of PK students demonstrating proficiency on CIRCLE Progress Monitoring indicators by at least 10 percentage points from the beginning-of-year baseline.

Evaluation Data Source: CIRCLE Progress Monitoring Data - BOY, MOY, and EOY

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PK teachers will monitor student progress using CIRCLE Progress Monitoring data and campus data-tracking systems. Teachers will use the data to identify individual learning needs and provide targeted small-group instruction and intervention in skills not yet mastered.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to MOY and EOY CIRCLE assessments, increasing the percentage of students meeting proficiency expectations.

Staff Responsible for Monitoring: PK Teachers, Academic Specialist, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills.

Strategy's Expected Result/Impact: Students will increase their English/Spanish developmental literacy skills during small group with their teachers.

Staff Responsible for Monitoring: Teachers, Academic Specialists, Interventionists and Administrators

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, students in Kindergarten through Grade 2 will demonstrate measurable growth in Reading as measured by MAP Growth, with an increased percentage of students performing above the 40th percentile from the Fall 2026 baseline to the Spring 2027 assessment.

Evaluation Data Source: MAP Reading BOY, MOY, and EOY data

Strategy 1 ☑ Targeted Support Strategy

Teachers will use MAP and ongoing reading assessment data to identify student skill gaps and provide targeted small-group instruction. District-adopted curriculum and supplemental resources, including Amira, Really Great Reading, Estrellita, and decodable readers, will be used as appropriate to strengthen foundational literacy skills and accelerate reading growth. Supplemental instructional materials and supplies will be provided as needed.

Strategy's Expected Result/Impact: Students will demonstrate measurable reading growth from BOY to MOY and EOY, with an increased percentage of K-2 students performing above the 40th percentile on MAP Reading.

Staff Responsible for Monitoring: K-2 Teachers, Academic Specialist, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Targeted accelerated instruction will be provided for K-2 students performing below expected

levels based on MAP Reading and ongoing assessment data. Student progress will be monitored regularly, and instructional groups and interventions will be adjusted based on demonstrated student need and progress.

Strategy's Expected Result/Impact: Students receiving accelerated instruction will demonstrate measurable reading growth from BOY to MOY and EOY, with an increased percentage of students performing above the 40th percentile on MAP Reading.

Staff Responsible for Monitoring: K-2 Teachers, Interventionists, Academic Specialist, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will intentionally integrate writing into Reading and other core content areas to strengthen vocabulary, comprehension, and students' ability to communicate their understanding. Writing opportunities will be aligned to grade-level standards and the district-adopted curriculum.

Strategy's Expected Result/Impact: Students will demonstrate growth in reading comprehension and written expression through improved student work, classroom assessments, and progress-monitoring data.

Staff Responsible for Monitoring: Administration, Guiding Coalition, AS, and Teachers

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3rd-5th grade students that score at meets level or above on STAAR reading

& math from 52% to 70% by May 2026.

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.

Strategy's Expected Result/Impact: 100% of students will make one year of growth based on BOY MAP percentile scores..

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will intentionally integrate standards-aligned writing across Reading and other core content areas using high-quality instructional materials and resources. Students will have regular opportunities to respond to text, use academic vocabulary, and demonstrate understanding through written responses.

Strategy's Expected Result/Impact: Students in grades 3-5 will demonstrate increased proficiency on embedded writing TEKS as measured by DOLs, district assessments, student work, and STAAR Reading performance.

Staff Responsible for Monitoring: Administration, guiding coalition, AS, and teachers

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers and instructional staff will use formative assessments, DOLs, MAP, and other student performance data during PLCs and data meetings to identify learning gaps, determine targeted Tier 2 interventions, and make MTSS recommendations for students requiring additional Tier 3 support. Student progress will be monitored regularly to adjust interventions based on individual need.

Strategy's Expected Result/Impact: Students will receive timely, targeted interventions based on identified learning needs and demonstrate measurable academic growth through ongoing progress monitoring and assessment data.

Staff Responsible for Monitoring: Teachers, Interventionists, Academic Specialist, and Campus Administration

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4

By May 2027, Schulze Elementary will increase the percentage of Pre-K students demonstrating proficiency in Math on CIRCLE Progress Monitoring by at least 10 percentage points from the beginning-of-year baseline.

Evaluation Data Source: CIRCLE Progress Monitoring Data: BOY, MOY, EOY

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

PK teachers will use CIRCLE Math data and campus data-tracking systems to monitor student progress, identify individual skill gaps, and provide targeted small-group instruction based on student need.

Strategy's Expected Result/Impact: Pre-K students will demonstrate measurable growth in foundational math skills from BOY to MOY and EOY, resulting in an increased percentage of students meeting CIRCLE Math proficiency expectations.

Staff Responsible for Monitoring: Teachers, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.

Strategy's Expected Result/Impact: Students not making expected progress will receive timely and targeted Tier 2 instruction.

Staff Responsible for Monitoring: Teachers, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5

Math K-2 Progress Monitoring Performance Objective:
By May 2027, students in Kindergarten through Grade 2 will demonstrate measurable growth in Math as measured by MAP Growth, with an increased percentage of students performing above the 40th percentile from the Fall 2026 baseline to the Spring 2027 assessment.

Evaluation Data Source: MAP Math BOY, MOY, and EOY data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will use MAP student profiles, goal-setting, and ongoing assessment data to establish individualized growth goals, identify mathematical skill gaps, and monitor student progress

throughout the year. Data will be reviewed regularly to adjust instruction, small groups, and interventions based on student need.

Strategy's Expected Result/Impact: K-2 students will demonstrate measurable growth from BOY to MOY and EOY, with an increased percentage of students performing above the 40th percentile on MAP Math.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A, , 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers and instructional staff will use MAP, formative assessments, and campus data-tracking systems to monitor K-2 student progress toward individual Math growth goals. Data will be reviewed during PLCs and data meetings to identify learning gaps and adjust small-group instruction, interventions, and enrichment based on student need.

Strategy's Expected Result/Impact: Students will demonstrate measurable Math growth from BOY to MOY and EOY, with an increased percentage of K-2 students performing above the 40th percentile on MAP Math.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A, , 199 - General Funds,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.

Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Supplemental resources (such as ST Math,Amira, Summit K-12 and use of decodables in class interventions) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.

Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.

Staff Responsible for Monitoring: Teachers, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6

Increase the percentage of 3-5th grade students that score at meets level or above on STAAR Math from 57% to 62% by May 2026.

Evaluation Data Source: STAAR data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will use STAAR, MAP, district assessments, DOLs, and student work to establish student growth goals, identify mathematical learning gaps, and monitor progress toward Meets and Masters Grade Level performance. Data will be reviewed during PLCs and data meetings to adjust Tier I instruction, small groups, interventions, and enrichment.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth throughout the year, resulting in an increase in STAAR Math Meets Grade Level or above from 30% to at least 40% by May 2027.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Data tracking sheets, students progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks.

Strategy's Expected Result/Impact: The progress of each student will be monitored on a systematic basis.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.

Strategy's Expected Result/Impact: Students will be receiving appropriate, targeted, and timely interventions based on their performance.

Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7

By May 2026, the percentage of Hispanic students in grades 3-5 meeting proficiency on the STAAR Reading assessment will increase as follows: from 54% to 59% at the Approaches level, from 29% to 34% at the Meets level, and from 13% to 18% at the Masters level.

Evaluation Data Source: STAAR

Strategy 1 **Targeted Support Strategy**

Teachers will use STAAR, district assessments, DOLs, and student work to identify individual reading skill gaps and provide targeted small-group instruction. During PLCs and data meetings, teachers will monitor student progress, plan for grade-level rigor, and adjust instruction and interventions based on demonstrated student need.

Strategy's Expected Result/Impact: Hispanic students in grades 3-5 will demonstrate measurable growth in Reading throughout the year, resulting in increased performance at the Approaches, Meets, and Masters Grade Level standards on the 2027 STAAR Reading assessment.

Staff Responsible for Monitoring: Grades 3-5 Reading Teachers, Academic Specialist, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 8

By May 2026, the percentage of Hispanic students in grade 5 meeting proficiency on the STAAR Science assessment will increase as follows: from 45% to 50% at the Approaches level, from 12% to 17% at the Meets level, and from 5% to 10% at the Masters level.

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy

The campus will strengthen science instruction for Hispanic students in grade 5 by implementing hands-on, inquiry-based lessons that emphasize critical thinking and real-world applications. Teachers will use formative assessment data to provide targeted small group instruction, reteach essential TEKS, and build academic vocabulary specific to science content. Progress will be monitored regularly through benchmarks, unit tests, and classroom assessments to ensure student growth toward STAAR performance goals.

Strategy's Expected Result/Impact: Students will strengthen their scientific vocabulary, problem-solving, and inquiry skills through targeted instruction and hands-on learning experiences. These improvements will support an overall 5% increase in STAAR Science scores at the Approaches, Meets, and Masters levels by May 2026.

Staff Responsible for Monitoring: Administration & Instructional Coaches

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9

By May 2026, the percentage of grade 3-5th students receiving special education services who achieve Approaches Grade Level or above on the STAAR Reading assessment will increase from 24% to at least 29%; those achieving Meets Grade Level will increase from 10% to at least 15%; and those achieving Masters Grade Level will increase from 1% to at least 6%.

Evaluation Data Source: STAAR/STAAR Alt

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

The campus will strengthen reading outcomes for Special Education students in grades 3-5 by implementing targeted small-group and one-on-one interventions aligned to student IEP goals. Instruction will focus on building reading comprehension, fluency, and vocabulary through evidence-based practices, including guided reading, multisensory strategies, and scaffolded instruction. Teachers will use frequent progress monitoring tools to adjust instruction and provide reteach opportunities as needed. Collaboration between general education and special education teachers will ensure consistent support across settings.

Strategy's Expected Result/Impact: These gains are expected to contribute to an overall 5% or greater increase in STAAR Reading scores at the Approaches, Meets, and Masters levels by May 2027

Staff Responsible for Monitoring: SPED, Administration, Instructional Coaches

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 10

By May 2027, Hispanic students in grades 3-5 will demonstrate increased achievement on STAAR Math at the Approaches, Meets, and Masters Grade Level standards, with an emphasis on increasing performance at Meets and Masters.

Evaluation Data Source: STAAR Math, district assessments, DOLs, and student progress-monitoring data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use STAAR, district assessments, DOLs, and student work to identify individual Math learning gaps and provide targeted small-group instruction and interventions. During PLCs and data meetings, teachers will monitor student progress, plan for grade-level rigor, and adjust instruction based on demonstrated student needs.

Strategy's Expected Result/Impact: Hispanic students in grades 3-5 will demonstrate measurable growth in Math throughout the year, resulting in increased performance at the Approaches, Meets, and Masters Grade Level standards on the 2027 STAAR Math assessment.

Staff Responsible for Monitoring: Grades 3-5 Math Teachers, Academic Specialist, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 11

By May 2026, the percentage of SPED students in grades 3-5th meeting proficiency on the STAAR Math assessment will increase as follows: from 31% to 36% at the Approaches level, from 10% to 15% at the Meets level, and from 3% to 7% at the Masters level.

Evaluation Data Source: STAAR

Strategy 1

Teachers will provide targeted, data-driven Math instruction and interventions for students in grades 3-5 receiving Special Education services. Instruction will be aligned to grade-level TEKS and individual IEP goals and will include small-group instruction, explicit modeling, manipulatives, visual representations, and scaffolded problem-solving. Student progress will be monitored regularly through formative assessments, DOLs, district assessments, and other progress-monitoring measures to adjust instruction based on student need.

Strategy's Expected Result/Impact: Students receiving Special Education services will demonstrate increased Math achievement and academic growth, with improvement from the current 14% Meets Grade Level performance and 37% Math Academic Growth by May 2027.

Staff Responsible for Monitoring: Grades 3-5 Math Teachers, Special Education Teachers, Interventionists, Academic Specialist, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 12

By May 2026, students in 5th grade receiving special education services will demonstrate measurable growth in Science achievement as assessed by the STAAR Science test. The percentage of students achieving Approaches Grade Level will increase from 25% to at least 30%; those achieving Meets Grade Level will increase from 4% to at least 9%; and those achieving Masters Grade Level will increase from 0% to at least 5%.

Evaluation Data Source: STAAR

Strategy 1

To support SPED students, teachers will provide targeted, data-driven science instruction and interventions for students in special education by:
Small-Group, Hands-On Instruction: Deliver structured small-group science interventions 2-3 times per week, emphasizing key grade 5 readiness TEKS with hands-on labs, models, and visuals to support conceptual understanding.
Vocabulary Development: Incorporate explicit instruction of science academic vocabulary (using word walls, visuals, and sentence stems) to support comprehension of test items and scientific concepts.
Progress Monitoring: Use formative assessments (such as exit tickets, unit tests, and benchmark data) every 3-4 weeks to track growth, reteach misconceptions, and adjust instruction based on students' needs.

Strategy's Expected Result/Impact: Students receiving Special Education services in Grade 5 will demonstrate increased mastery of grade-level Science TEKS through targeted instruction and progress monitoring, resulting in improved performance at the Approaches, Meets, and Masters Grade Level standards on the 2027 STAAR Science assessment.

Staff Responsible for Monitoring: 5th grade teachers,SPED, Administration, Instructional Coaches

Funding Sources: 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 13

By May 2026, Emergent Bilingual students in grades 3rd-5th will demonstrate measurable growth in Reading achievement on the STAAR assessment. The percentage of students achieving Approaches Grade Level will increase from 53% to at least 58%; those achieving Meets Grade Level will increase from 32% to at least 37%; and those achieving Masters Grade Level will increase from 16% to at least 21%.

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Implement targeted, language-rich reading instruction and interventions for Emergent Bilingual students by: 920

Using strategies in daily lessons, including visuals, sentence stems, and graphic organizers, to build comprehension of academic text.
Small-Group Reading Interventions: Provide differentiated small-group instruction focused on vocabulary development, fluency, and comprehension strategies aligned to grade-level TEKS and STAAR item types.
Academic Vocabulary Development: Explicitly teach and reinforce high-frequency academic and content vocabulary through interactive word walls, bilingual resources, and structured speaking and writing activities.
Progress Monitoring: Use formative assessments (e.g., running records, reading inventories, computer-based diagnostics, TELPAS practice tasks) every 3-4 weeks to track student growth and adjust instruction.

Strategy's Expected Result/Impact: As a result of implementing targeted small-group interventions, explicit academic vocabulary instruction, and ongoing progress monitoring, Emergent Bilingual students will strengthen both language proficiency and reading comprehension skills.

Staff Responsible for Monitoring: Administration & Instructional Coaches

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 14

By May 2027, Emergent Bilingual students in grades 3-5 will demonstrate increased achievement on STAAR Math, with an emphasis on increasing the percentage of students achieving Meets and Masters Grade Level.

Evaluation Data Source: STAAR Math, district assessments, DOLs, and progress-monitoring data

Strategy 1 ☑ Targeted Support Strategy

Teachers will provide targeted, language-rich Math instruction for Emergent Bilingual students aligned to grade-level TEKS. Instruction will incorporate visual models, manipulatives, academic vocabulary, language supports, and opportunities for students to explain mathematical thinking through speaking and writing. Assessment data will be used during PLCs and data meetings to identify learning needs, provide differentiated small-group instruction, monitor progress, and adjust instruction.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased conceptual understanding, mathematical reasoning, and academic language, resulting in increased performance at the Meets and Masters Grade Level standards on the 2027 STAAR Math assessment.

Staff Responsible for Monitoring: Grades 3-5 Math Teachers, Academic Specialist, EB/ESL Staff, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 15

By May 2027, Emergent Bilingual students in Grade 5 will demonstrate increased achievement on STAAR Science at the Approaches, Meets, and Masters Grade Level standards, with an emphasis on increasing performance at Meets and Masters.

Evaluation Data Source: TAAR Science, district assessments, DOLs, and progress-monitoring data

Strategy 1

Teachers will provide targeted, language-rich Science instruction for Grade 5 Emergent Bilingual students aligned to grade-level TEKS. Instruction will incorporate hands-on learning, visual models, academic vocabulary, language supports, and opportunities for students to explain scientific thinking through speaking and writing. Assessment data will be used to identify learning needs, provide differentiated small-group instruction, reteach misconceptions, and monitor student progress.

Strategy's Expected Result/Impact: Grade 5 Emergent Bilingual students will demonstrate increased understanding of grade-level Science concepts and academic language, resulting in improved performance at the Approaches, Meets, and Masters Grade Level standards on the 2027 STAAR Science assessment.

Staff Responsible for Monitoring: Grade 5 Science Teachers, Academic Specialist, EB/ESL Staff, Interventionists, and Campus Administration

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Schulze will retain 100% of its teachers who meet or exceed expectations on T-TESS Domains 1-4.

Evaluation Data Source: Retention rate, staff morale survey, TTESS Evaluations

Strategy 1

Staff collaboration time will be scheduled and intentional. Collaboration time includes Wednesday planning meetings, Purposeful Planning, Team Time, and Data Protocol Meetings.

Strategy's Expected Result/Impact: 100% of walkthroughs will show that teachers have effectively collaborated to increase learning and plan quality assessments and intervention plans.

Staff Responsible for Monitoring: Administrators, Academic Specialist, Interventionists

Funding Sources: 211 - Title I-A, , 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

Schulze administrators will gain feedback from staff by sending out a mid-year climate survey and scheduling times to check in with teachers to address needs.

Strategy's Expected Result/Impact: Climate survey data will show that at least 90% of staff respond agree or strongly agree to all questions.

Staff Responsible for Monitoring: Administrators

Funding Sources: 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 3

The campus will conduct teacher interviews as a 2 step process which will consist of Campus Data Analysis/Provide an Action Plan and then design a lesson based on a provided standard.

Strategy's Expected Result/Impact: Staff members recruited will show a high success rate.

Staff Responsible for Monitoring: Admin, counselors, teachers

Funding Sources: 199 - General Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 4 ☑ Targeted Support Strategy

All Math and Reading instructional staff will receive coaching support from SustainEd and in addition to real-time coaching by campus administrators and AS to strengthen and align instructional practices.

Strategy's Expected Result/Impact: Efficacy and effectiveness of instructional delivery and strategies used will improve student achievement and increase reading and math scores as measured by STAAR.

Staff Responsible for Monitoring: Administrators and Academic Specialists

Funding Sources: 211 - Title I-A, , 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2

Teachers will receive coaching support throughout the school year from Sustain Ed coaches, and campus coaches.

Evaluation Data Source: Mid Module assessments, End of module assessments, classroom observations

Strategy 1

Teachers will complete pre work and annotations to prepare for lesson internalization with content coaches.

Strategy's Expected Result/Impact: Teachers will be prepared to present lessons to students. Students will obtain greater content knowledge.

Staff Responsible for Monitoring: Campus administrators and Academic Specialist

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

By May 2027, Schulze Elementary will increase the student attendance rate from 95.1% to 97% to increase instructional time and support student achievement.

Evaluation Data Source: Campus attendance reports and chronic absenteeism data

Strategy 1

We will keep track of the highest attendance percentages for each classroom on the bulletin board in the main hallway.

Strategy's Expected Result/Impact: Students and staff will notice which classrooms have 100% attendance daily.

Staff Responsible for Monitoring: Admin Team and Attendance/DP Clerk

Funding Sources: 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

The counselors will work with students with a high number of absences from last year. We will look at students that were not in school 90% of the time.

Strategy's Expected Result/Impact: Students will decrease their absences and understand the importance of being in school each day.

Staff Responsible for Monitoring: Admin and Counselors

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, Schulze Elementary will reduce chronic absenteeism by identifying students with patterns of excessive absences and implementing targeted attendance interventions and family supports.

Evaluation Data Source: eSchool attendance reports

Strategy 1

Calls will be made by the attendance clerk and administration to check on chronic absentee students. When absences have exceeded 5, a conference will be scheduled with the students' parents.

Strategy's Expected Result/Impact: Improve the annual attendance rate to 97% and impact student learning outcomes.

Staff Responsible for Monitoring: Administrators and attendance clerk.

Funding Sources: 199 - General Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3

By May 2027, Schulze Elementary will promote a safe and supportive learning environment by reducing disciplinary incidents that result in loss of instructional time through consistent implementation of campus behavior expectations, restorative practices, and targeted student supports.

Evaluation Data Source: Campus discipline records, office referrals, and in-school/out-of-school suspension data

Strategy 1

Guidance lessons will be provided by the school counselor on self regulation skills and replacement behaviors for students when dealing with conflict.

Strategy's Expected Result/Impact: Students learn to work through conflict resulting in decrease behavior incidents and decrease referrals,

Staff Responsible for Monitoring: Counselor, teachers and administrators

Funding Sources: 199 - General Funds,

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Schulze Elementary School

Total SCE Funds: $30,336.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Funds will be and have been used to pay for a newcomer support paraprofessional who would provide explicit English language instruction to emergent bilingual students with less than 3 years in US schools.

Personnel for Schulze Elementary School

Name	Position	FTE
Crystal Torres	Newcomer Support Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Cindy Pina	Intervention Specialist	Reading	1
Lizmar Rojas	Intervention Specialist	Math	1
Maria Pedraza	Parent Liaison	Parent and Family Engagement	1

Irving Independent School District

Stipes Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

933

Generated by Plan4Learning.com
October 09, 2026 at 09:26 AM

Mission Statement

We support our students through social emotional learning to become cooperative life-long learners who achieve at high levels.

Vision

To prepare all students to positively impact our community

Value Statement

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 21

Data Documentation for CNA 25

Improvement Planning Data 26

Accountability Data 26

Student Data: Assessments 26

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 27

Employee Data 27

Parent/Community Data 27

Support Systems and Other Data 27

Goals 28

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 29

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 44

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 51

State Compensatory Education 54

Budget for Stipes Elementary School 55

Title I Summary 56

Title I 57

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 57

1.1 Description of CNA Process 57

1.2 Location for Evidence of Multiple Meetings Held 57

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 57

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 57

2.2 Stakeholders 1114(b)(2) 57

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 58

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 58

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 58

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 58

Title I Personnel 59

Comprehensive Needs Assessment

Demographics

Summary

John W. and Margie Stipes Elementary opened in 2006. It serves students from PK-5. It is located in Graff Farms housing development and serves a diverse area of south Irving. Our families live in houses, mobile homes, and apartments in our community.

Stipes Elementary serves a diverse student population with students represented across multiple racial/ethnic, economic, language, and special program groups. The 2026 TEA STAAR Performance Report provides performance data for African American, Hispanic, White, Asian, Economically Disadvantaged, Emergent Bilingual (EB), Gifted and Talented, Special Education, continuously enrolled, non-continuously enrolled, and other student groups. The campus will continue to monitor student-group performance to ensure equitable access to high-quality Tier 1 instruction, intervention, enrichment, and academic support.

During the 2025–26 school year, Stipes students completed 761 STAAR assessments across Reading/Language Arts, Mathematics, and Science. Overall, 66% of tests were at Approaches Grade Level or Above, 43% were at Meets Grade Level or Above, and 20% were at Masters Grade Level.

The campus population represented in STAAR testing was predominantly Hispanic. Of the 761 STAAR tests administered, 608 were taken by Hispanic students, 77 by White students, 48 by African American students, and 19 by Asian students. Because these figures represent tests rather than unique student enrollment, they will be used to describe the composition of the tested population rather than official campus enrollment percentages.

Economically Disadvantaged students represented a significant portion of the tested population, accounting for 618 of the 761 tests administered. Current Emergent Bilingual students accounted for 386 tests, while current and monitored Emergent Bilingual students accounted for 417 tests. Current Special Education students accounted for 122 tests. These data demonstrate the importance of maintaining strong differentiated Tier 1 instruction, language supports, accommodations, intervention, and progress monitoring across the campus.

Academic performance varied across student groups. Across all tested subjects, Economically Disadvantaged students achieved 65% Approaches Grade Level or Above, 42% Meets Grade Level or Above, and 21% Masters Grade Level. Current Emergent Bilingual students achieved 61% Approaches, 35% Meets, and 14% Masters. Current Special Education students demonstrated the greatest identified performance need, with 31% achieving Approaches, 13% achieving Meets, and 4% achieving Masters across all subjects.

RLA was the strongest of the three STAAR content areas, with 72% of all tests at Approaches Grade Level or Above, 49% at Meets Grade Level or Above, and 26% at Masters Grade Level. Mathematics results were 63% Approaches, 41% Meets, and 18% Masters. Science remains an area of need, with 58% Approaches, 32% Meets, and 10% Masters.

Student-group performance indicates a continued need to close achievement gaps, particularly for students receiving Special Education services and Emergent Bilingual students. In RLA, current Special Education students achieved 33% Approaches, 14% Meets, and 6% Masters, while current Emergent Bilingual students achieved 67% Approaches, 38% Meets, and 16% Masters. In Mathematics, current Special Education students achieved 31% Approaches, 12% Meets, and 4% Masters, compared with 58% Approaches, 38% Meets, and 15% Masters for current Emergent Bilingual students.

The demographic and student-group data indicate that Stipes Elementary must continue strengthening consistent Tier 1 instruction while providing intentional academic, linguistic, and intervention supports for students who have not yet reached grade-level standards. Campus leadership and instructional teams will monitor performance by student group during biweekly data meetings and use district assessments, common assessments, progress-monitoring data, and state assessment results to identify learning gaps, adjust instruction, and provide targeted support.

Strengths

1. **Demographic Strengths:** Stipes Elementary serves a diverse student population and demonstrates several areas of

academic strength across student groups. In 2025–26 STAAR RLA, 72% of all tests were at Approaches Grade Level or Above, with African American and White students each reaching 75% Approaches and Asian students reaching 89%. At the Meets standard, African American students achieved 60%, White students 53%, and Asian students 78%.

2. Gifted and Talented students demonstrated particularly strong achievement across subjects, with 96% Approaches, 80% Meets, and 47% Masters across all tested subjects. Economically Disadvantaged students also performed near the overall campus rate, achieving 65% Approaches and 42% Meets across all subjects compared with campus rates of 66% and 43%, respectively.

3. **Demographic Needs:** Performance gaps remain among student groups, with the greatest academic need evident among students receiving Special Education services. Across all tested subjects, current Special Education students achieved 31% Approaches, 13% Meets, and 4% Masters compared with campus rates of 66%, 43%, and 20%, respectively. Current Emergent Bilingual students also performed below the campus average, achieving 61% Approaches, 35% Meets, and 14% Masters.

   Science represents an additional campus need. Only 32% of all Grade 5 Science tests reached Meets Grade Level or Above and 10% reached Masters. Current Emergent Bilingual students reached 20% Meets and 4% Masters, while current Special Education students reached 15% Meets and 0% Masters.

   These results demonstrate a need for consistent implementation of grade-level Tier 1 instruction, explicit academic language development, differentiated supports, progress monitoring, and targeted intervention for students who are not yet demonstrating grade-level proficiency.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Achievement gaps persist among student groups, with students receiving Special Education services demonstrating the greatest academic performance gap and Emergent Bilingual students also performing below overall campus achievement levels.	Tier 1 instructional practices, differentiated supports, linguistic accommodations, and timely intervention are not yet implemented with consistent depth and fidelity across all classrooms to meet the academic needs of diverse learners.
2	Students receiving Special Education services demonstrate a significant achievement gap compared with overall campus performance and require continued monitoring and targeted academic support to increase grade-level proficiency.	Tier 1 instructional practices, specially designed instruction, accommodations, progress monitoring, and timely intervention are not yet implemented with consistent depth and fidelity across all classrooms to ensure students receiving Special Education services have equitable access to grade-level TEKS and demonstrate increased academic proficiency.

★ = Priority

Student Learning

Summary

Student Achievement and Progress 2025–26 STAAR Performance

2026 STAAR results demonstrate areas of academic growth as well as continued opportunities to increase the percentage of students reaching the Meets and Masters Grade Level standards. Across all tested subjects, 66% of assessments were at Approaches Grade Level or Above, 43% were at Meets Grade Level or Above, and 20% were at Masters Grade Level.

Reading/Language Arts was the strongest STAAR content area, with 72% of assessments at Approaches Grade Level or Above, 49% at Meets Grade Level or Above, and 26% at Masters Grade Level. Mathematics performance was 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level. Grade 5 Science performance was 58% Approaches Grade Level or Above, 32% Meets Grade Level or Above, and 10% Masters Grade Level.

These results indicate a continued need to strengthen grade-level Tier 1 instruction, increase the percentage of students reaching the Meets and Masters standards, and provide timely intervention and enrichment based on identified TEKS and student needs.

Student Group Performance

2026 STAAR student-group data identify Special Education as a significant area requiring continued monitoring and targeted support. Across all tested subjects, 43% of All Students achieved Meets Grade Level or Above compared with 13% of current Special Education students. At Masters Grade Level, campus performance was 20% compared with 4% for current Special Education students.

The achievement gap is evident across content areas. In RLA, 49% of All Students achieved Meets Grade Level or Above compared with 14% of current Special Education students. In Mathematics, 41% of All Students achieved Meets Grade Level or Above compared with 12% of current Special Education students. In Science, 32% of All Students achieved Meets Grade Level or Above compared with 15% of current Special Education students.

Because Special Education has been identified as a **one-year-away indicator**, SPED student achievement will be explicitly monitored through campus assessment cycles, PLC/data meetings, intervention, specially designed instruction, progress monitoring, and aligned Goal 1 strategies during the 2026–27 school year.

English Language Proficiency (TELPAS 2025/26)

TELPAS results demonstrate continued progress in English language development while identifying opportunities for additional growth. Average composite scores were 2.2 in Grade 2, 2.6 in Grade 3, 2.4 in Grade 4, and 2.8 in Grade 5. Grades 2, 3, and 5 demonstrated improvement, while Grade 4 remains an area requiring additional attention.

These results indicate a continued need for consistent implementation of academic language development across content areas, including structured opportunities for Emergent Bilingual students to speak, listen, read, and write using grade-level academic vocabulary and language structures.

2025–26 Pre-K CIRCLE Performance

CIRCLE Progress Monitoring identifies Phonological Awareness as an area for continued improvement in Pre-K. At EOY, 73% of students assessed in English were On Track in overall Phonological Awareness. English subskill results identify additional needs in Alliteration, Rhyming, Syllabication, and Onset-Rime. Students assessed in Spanish were 75% On Track in overall Phonological Awareness.

Based on these results, Pre-K will prioritize Phonological Awareness during the 2026–27 school year through explicit instruction, targeted small groups, progress monitoring, and data-based reteaching.

2025–26 MAP Reading and Mathematics Growth

2025–26 MAP Reading growth data indicate that approximately 44% of students met or exceeded projected growth from Fall to Spring. Grade 3 demonstrated the strongest growth, with 56% meeting or exceeding projected growth, followed by Grade 2 at 48% and Kindergarten at 46%. Grade 1 demonstrated the greatest need, with only 26% meeting or exceeding projected growth.

Grades 4 and 5 were also below desired growth levels at 44% and 43%, respectively. These results indicate a need for consistent progress monitoring, targeted small-group reading instruction, and timely intervention based on identified skill deficits.

2025–26 MAP Mathematics data show that 48% of students (284 of 605) met or exceeded projected growth from Fall to Spring. Grade 5 demonstrated the strongest mathematics growth, with 66% of students meeting or exceeding projected growth and a growth percentile of 62. Kindergarten demonstrated a growth percentile of 51, with 47% meeting projected growth. Grades 1–4 remained below desired growth levels, with 44% of Grade 1, 39% of Grade 2, 42% of Grade 3, and 37% of Grade 4 students meeting projected growth. Grade 4 represents the greatest area of concern based on the percentage of students meeting projected growth.

Strengths

2025–26 Student Learning Strengths

Reading/Language Arts: RLA was the strongest STAAR content area in 2026, with 72% of assessments at Approaches Grade Level or Above, 49% at Meets Grade Level or Above, and 26% at Masters Grade Level.

Student Group Achievement: Several student groups demonstrated strong RLA achievement. African American students achieved 60% Meets Grade Level or Above, White students achieved 53%, and Asian students achieved 78% in RLA.

Gifted and Talented Achievement: Gifted and Talented students demonstrated strong achievement across tested subjects, with 96% Approaches Grade Level or Above, 80% Meets Grade Level or Above, and 47% Masters Grade Level.

Emergent Bilingual Progress: TELPAS composite results demonstrated improvement in Grades 2, 3, and 5, providing evidence of continued English language development among Emergent Bilingual students.

Pre-K Readiness: Pre-K CIRCLE results demonstrate that a majority of students assessed in both English and Spanish were On Track in overall Phonological Awareness, providing a foundation for continued improvement in specific phonological awareness subskills.

These strengths provide a foundation for increasing the percentage of students reaching Meets and Masters while maintaining high expectations for all student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student mathematics proficiency remains below desired levels, particularly at the Meets and Masters Grade Level standards. Evidence: 2026 STAAR Mathematics results show 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level.	Inconsistent implementation of high-impact mathematics instruction, particularly conceptual understanding, mathematical reasoning, representations, and problem-solving practices across grade levels
2 ★	Reading achievement remains below the campus goal for students reaching the Meets and Masters Grade Level standards. Evidence: 2026 STAAR RLA results show 72% Approaches Grade Level or Above, 49% Meets Grade Level or Above, and 26% Masters Grade Level.	Inconsistent implementation of grade-level reading instruction, explicit comprehension strategies, written response, and targeted small-group support for students performing below grade level. Gaps in Tier 1 instruction in foundational reading skills and lack of consistent reading, small group interventions for below-grade level readers.
3 ★	Students receiving Special Education services demonstrate significant achievement gaps across tested content areas and are identified as a one-year-away academic indicator requiring targeted monitoring and improvement. Evidence: Across all 2026 STAAR-tested subjects, 13% of current Special Education students achieved Meets Grade Level or Above compared with 43% of All Students.	Specially designed instruction, grade-level Tier 1 access, accommodations, progress monitoring, and targeted intervention are not yet implemented with consistent depth and fidelity across classrooms to accelerate achievement for students receiving Special Education services.
4 ★	Emergent Bilingual students are not consistently demonstrating the level of English language proficiency needed for academic success across content areas. Evidence: average composite scores of 2.2 for Grade 2, 2.6 for Grade 3, 2.4 for Grade 4, and 2.8 for Grade 5. Grades 2, 3, and 5 demonstrated an upward trend; however, Grade 4 declined and had an average composite score of 2.4.	Academic language development, targeted ESL strategies, linguistic accommodations, and structured opportunities for students to speak, listen, read, and write using academic vocabulary are not yet implemented with consistent depth and frequency across all classrooms and content area

5 ★	Pre-K students demonstrate a need for increased vocabulary development in both English and Spanish to strengthen school readiness and supp Evidence: 2025-26 EOY CIRCLE Progress Monitoring data show that 77% of Pk students assessed in English were On Track in Rapid Vocabulary, while 23% Needed Support. Among students assessed in Spanish, 70% were On Track in Vocabulary, while 30% Needed Support.	Explicit vocabulary instruction, intentional oral-language development, repeated exposure to new words, and opportunities for students to use vocabulary in meaningful conversations and across learning centers are not yet implemented with consistent depth and frequency across Pre-K classrooms.

★ = Priority

School Processes & Programs

Summary

Stipes Elementary School offers a comprehensive instructional and organizational framework designed to support student learning, professional development, and continuous school improvement. As a campus experiencing both enrollment growth and demographic shifts, the school has adapted its structures, programs, and personnel to respond to emerging needs while maintaining its commitment to high expectations for all learners.

Curriculum and Instruction

Stipes Elementary implements the Bluebonnet Learning curriculum for both reading and math in grades K–5. This research-based curriculum is aligned with TEKS and provides vertically aligned instructional resources to support grade-level mastery. Teachers utilize data from MAP Growth, STAAR projections, and Circle Progress Monitoring (Pre-K) to inform instructional adjustments, reteaching plans, and intervention grouping.

While Tier 1 instruction is established across content areas, inconsistencies in lesson delivery and student outcomes—particularly in math and reading for Grades 3–5—suggest a need for deeper alignment between planning and execution. Early learning classrooms use Circle assessments to track progress in early literacy, numeracy, and socio-emotional development.

Professional Development

The campus provides professional development through district-led initiatives and on-campus PLCs. PLCs are facilitated by the administrative team, the academic specialist and at times, Sustain Ed and Great Minds have their consultants support PLCs. First-year teachers are connected with a mentor. Grade-level teams participate in guided PLCs with instructional specialists to strengthen instructional planning and student data analysis.

Communication

Communication channels with staff and families include newsletters, CIC updates, parent surveys, and meetings. The campus strives to ensure transparency and inclusiveness in communication, and two-way engagement—particularly with non-English-speaking families whose primary language is Spanish—is growing since there has been an increase of front office faculty who can communicate with families in Spanish.

Organization and Context

Enrollment increased significantly in 2024–2025, rising from 600 to over 800 students due to district boundary realignment. As a result, the school faced over-enrolled classrooms, requiring class size waivers in 1st, 3rd, and 4th grades. The mobility rate stands at 11.1%, which, combined with the enrollment shifts, impacts instructional continuity.

Despite these changes, staff turnover has decreased, and the campus continues to attract qualified educators. However, one teaching position remain uncertified, requiring long-term support and mentoring structures.

Support Services

Stipes provides a variety of support services, including instructional paraprofessionals, interventionists, SPED teachers, a counselor, librarian, and assistant principal. The current student-to-support staff ratio is approximately 44:1, which limits the depth and frequency of individualized support.

Technology Integration

Technology is available on campus; its use in instruction varies by classroom.

School Safety, Bullying Prevention, and Student Well-Being

Stipes Elementary maintains a safe and supportive learning environment through campuswide behavior expectations, district safety procedures, counseling supports, administrative monitoring and ongoing review of student discipline and behavioral data.

Campus administration monitors discipline incidents and referrals to identify patterns by behavior type, location, grade level, student, and student group and uses the information to determine appropriate prevention, intervention, and support.

The campus addresses the prevention and reduction of bullying, drugs, violence, and other unsafe behaviors through age-appropriate student education, clearly communicated expectations, staff supervision, counseling and social-emotional supports, parent communication, and established district reporting and response procedures. Reports or concerns involving bullying, threats, drugs, violence, or other student safety issues are referred to campus administration and appropriate support personnel for investigation, documentation, parent communication, intervention, MTSS documentations, threat assessments (if needed) and follow-up in accordance with district procedures.

Campus leadership will continue to review safety, discipline, and behavioral data throughout the 2026–27 school year to identify trends and determine whether additional Tier 1, Tier 2, or Tier 3 prevention and intervention supports are needed. Safety and behavior data will also be used to evaluate the effectiveness of campuswide expectations and student support systems.

Strengths

1. Structured Curriculum Adoption:

- Implementation of Bluebonnet Learning for both reading and math K–5 provides consistency and alignment to TEKS across grade levels.

2. Guided PLCs and Collaborative Planning:

- Teachers engage in weekly PLCs with specialists, fostering collaboration and data-driven instructional planning.
- Grade-level teams analyze student progress using MAP and STAAR projection data.

3. Targeted Professional Development Pathways:

- First- and second-year teachers participate in the district's ConnectEd induction program.
- Campus provides content-aligned training (e.g., Eureka, Amplify, Sound Wall), focused on foundational literacy and numeracy.

4. Teacher Voice in Decision-Making:

- Staff serve on interview committees and participate in the Campus Improvement Committee (CIC), contributing to hiring, planning, and campus priorities.

5. Instructional Support Staffing:

- The campus is supported by instructional paraprofessionals, interventionists, and specialists, ensuring multiple layers of academic support.

6. Decreasing Staff Turnover:

- The rate of teacher resignations has declined, suggesting stronger retention efforts and growing campus stability.

7. Responsive Organizational Structures:

- Leadership adjusted class configurations and obtained waivers to manage increased enrollment due to boundary changes, maintaining continuity in instruction.

8. Behavior Monitoring and Low Incidence of Severe Infractions:

- Although overall behavior referrals increased, the campus continues to maintain low numbers of DAEP placements and serious incidents, indicating that Tier 1 and Tier 2 behavior systems have some protective impact.

9. High Participation in Support Services:

- All students identified as at-risk or needing specialized instruction (SPED, EB, GT) are actively served through designated programs, supporting diverse learner needs.

10. Foundational Use of Assessment Tools:

- Stipes has established consistent use of Circle, MAP, and STAAR data to inform instruction and identify student learning needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistent Implementation of Tier 1 Instruction Across Grade Levels Evidence: Student outcomes on MAP, STAAR projections, and classroom walkthrough data indicate uneven instructional quality in core subjects.	Teachers vary in their use of curriculum resources (e.g., Bluebonnet), small group instruction, and formative data to guide instruction. There is a lack of systematic coaching or feedback loops to ensure fidelity across classrooms.
2 ★	Insufficient ESL Strategy Integration in Classroom Instruction Evidence: TELPAS data shows 93% of EB students remain at Beginning or Intermediate levels; only 14% advanced to Advanced or Advanced High.	Limited campus-wide training and accountability for implementing ESL scaffolds and vocabulary strategies across content areas.
3 ★	Gaps in Intervention and Compliance for Special Populations (504/SPED) Evidence: Reports of 504 students missing interventions; concerns about service delivery for SPED students during instructional time.	Master schedule and staffing structures do not consistently allow for flexible intervention delivery without pulling students from core content.
4 ★	Parent participation and involvement have not increased in the past year.	Parents are not getting consistent newsletters or communication from administration.

★ = Priority

Perceptions

Summary

Stipes Elementary continues to improve its operational systems, stakeholder engagement, and culture of collaboration to meet the demands of a rapidly growing and diverse student body. Multiple data points from the current school year reflect both progress and emerging needs across areas of communication, community engagement, staff support, and leadership systems.

Stakeholder Feedback: Fall 2025 Employee Survey

Fall 2025 Panorama Employee Survey results provide current staff perception data for Stipes Elementary. The survey included 49 teacher responses and showed that Stipes exceeded the Irving ISD average in every reported survey topic.

Campus results were:

- 74% favorable for Evaluation compared with 54% districtwide;
- 73% for Feedback and Coaching compared with 56%;
- 64% for Professional Learning compared with 52%;
- 88% for School Leadership compared with 60%;
- 97% for Staff-Leadership Relationships compared with 70%;
- 83% for Student Behavior compared with 54%; and
- 60% for Well-being compared with 55%.

Leadership and relationships are significant strengths.

- Ninety-two percent of teachers responded favorably regarding the positive tone school leaders set for campus culture,
- 96% indicated that leaders communicate important information effectively, and
- 84% reported that school leaders are responsive to teacher feedback. However, only 61% responded favorably regarding the amount of teacher input in important school decisions, identifying an opportunity to strengthen staff voice and shared decision-making.

Staff-leadership relationships represent one of the campus's strongest areas. The overall favorable score was 97%, compared with 70% for Irving ISD. Ninety-eight percent of respondents indicated confidence that school leaders have the school's best interests in mind, 92% reported trust between school leaders and faculty, and 98% reported that leaders are supportive when staff face challenges at work.

Student behavior perceptions are also positive overall, with an 83% campus score compared with 54% districtwide. Ninety percent of teachers reported that school behavior policies are clear, 86% indicated that behavior expectations are clearly communicated to students, and 80% reported consistent enforcement of behavior rules. In addition, 94% indicated that school leadership supports teachers in handling student behavioral issues. A relative area for growth is teacher voice in behavior systems, with 67% favorable regarding teacher input into how student behavior is addressed. irvingisdtx+panorama-results-fa... irvingisdtx+panorama-results-fa...

Professional learning data identify an additional opportunity for improvement. Although Stipes' overall Professional Learning score of 64% exceeded the district average of 52%, only 43% of respondents reported favorable perceptions of their ability to individualize their professional development, and 47% indicated that professional development frequently or almost always helps them explore new ideas. At the same time, 84% reported that the school is supportive of their growth as teachers.

Staff well-being is the clearest area requiring continued monitoring and support. The campus well-being score was 60%, compared with 55% districtwide. While 82% of teachers reported feeling engaged at work, only 8% had favorable responses regarding exhaustion, 22% regarding feeling overwhelmed, and 20% regarding feeling stressed. At the same time, staff reported strong professional purpose: 96% indicated that their work matters to them, 98% described their work as meaningful, and 80% reported feeling effective in their jobs. These results suggest that staff remain highly committed to their work while experiencing workload and stress concerns that warrant targeted attention.

Parent Engagement and Communication

- Stipes hosted one dedicated parent conference day during the 2024–2025 school year and maintained regular communication through newsletters, individual teacher outreach, and CIC meetings.
- Parents also participated in events such as Career Day, Middle School Transition Meetings, and All Pro Dad, though attendance records indicate varying levels of participation, particularly among families needing language support.
- Efforts to increase two-way communication are ongoing, especially for Spanish-speaking families, as a majority of the school population is Hispanic and many are Emergent Bilinguals.

Culture, Climate, and Core Values

- Campus climate is supported through continued focus on Capturing Kids' Hearts (CKH), including a welcoming environment, social contracts, and daily good things routines.

Community Partnerships and Volunteerism

- Active partnerships include local business owners, All Pro Dads, the YMCA, Irving Schools Foundation, BSA, and the Irving PD all of which contributed to events and classroom support in 2025–2026.
- Volunteers assisted in STEM Day, Career Day, and GT showcase events, creating broader exposure to future careers and community roles.
- The library STEAM program continues to engage students in inquiry-based, real-world learning with support from community STEM partners.

Staff Retention and Development

- Staff retention improved for 2025–2026, bolstered by district incentives:
    - Signing Bonuses for new full-time hires
    - Bilingual Stipends for classroom teachers
    - IISD Graduate Hiring Incentive
    - Para-to-Teacher Pathway Program
- Despite retention gains, classroom certification gaps (3 uncertified teachers) remain a concern, emphasizing the need for **targeted support and mentoring.**
- Teachers benefit from **district PD days, purposeful planning time**, and access to **Solution Tree PLCs, Vertical Teams, and Guiding Coalition structures** this year.

Student Voice and Feedback

- Student feedback included informal surveys in 2025–2026, collected through classroom discussions and performance-based projects.
- Student surveys include formal surveys in 25/26 as well.
- GT students engage in projects like the TPSP Pursuit of Passion, entrepreneurship units, and career research with college visits, offering some outlets for student interest and voice.

Attendance and Student Engagement

Stipes Elementary maintained strong overall attendance during the 2025–26 school year. Campus attendance by six-week reporting period was 97.5%, 96.6%, 96.1%, 95.9%, 95.7%, and 95.9%. Campus leadership regularly monitors attendance to identify students experiencing frequent absences and to determine when family outreach or additional attendance supports are needed.

Attendance data are also reviewed by demographic and student group to identify potential differences in attendance patterns and ensure that students have equitable access to instruction. During 2026–27, campus leadership will continue monitoring attendance and chronic absenteeism through the MTSS process and will provide targeted family outreach and intervention when attendance patterns indicate a need.
2025–26 attendance data for non-mobile students show that 94.7% of Stipes students attended at least 90% of instructional days, while 5.3% (28 of 526 students) attended less than 90% of instructional days. By ethnicity, the percentage attending at least 90%

of instructional days was 94.4% for Hispanic/Latino students, 93.1% for African American/Black students, 94.9% for White students, and 100% for Asian students. Among Emergent Bilingual/ELL students, 95.0% attended at least 90% of instructional days. Students receiving Special Education services demonstrated the greatest attendance concern, with 89.6% attending at least 90% of instructional days and 10.4% (10 of 96 students) attending less than 90% of instructional days, compared with 4.2% of students not receiving Special Education services.

Communication Systems

- The campus uses multiple platforms for information sharing: Kinvolved, Messenger, S'More parent newsletters, classroom communication apps, and counselor updates.
- Transition services for students with IEPs moving to middle school were well-documented and included collaboration with diagnosticians, parents, and counselors as part of a proactive approach.

Overall Reflection

In 2025–2026, Stipes Elementary is functioning as a responsive and collaborative campus, guided by data, inclusive values, and a dedication to student success. Key strengths include staff retention initiatives, strategic community partnerships, and data-informed communication, while challenges such as behavior management consistency, parent participation disparities, and staff certification alignment continue to shape improvement priorities.

Strengths

Welcoming and Supportive School Culture

- Implementation of Capturing Kids' Hearts (CKH) fosters a warm, respectful environment through social contracts, positive greetings, and relationship-building practices.
- Staff and students report strong connections with adults on campus, contributing to a positive school climate.

Collaborative Staff Culture

- Use of Guiding Coalition, Vertical Teams, and PLCs promotes shared leadership and a focus on continuous improvement.
- Staff participate in interview committees and preference surveys (On the Bus), reflecting a culture of professional voice and collaboration.

High Staff Retention

- Teacher turnover decreased in 2024–2025, supported by incentives like the October 2023 Retention Bonus, signing bonuses, and the para-to-teacher pathway program.

Community and Parent Involvement

- Parents and community members actively participate in the Campus Improvement Committee (CIC), Career Day, All Pro Dads, and STEM partnerships, strengthening school–community relationships.

Student Belonging and Opportunities

- Programs such as BETA Club, Destination Imagination, GT projects, and STEM lessons in the library provide students with leadership, enrichment, and real-world application opportunities.
- 1:1 technology access, STEAM integration, and college and career readiness activities (e.g., 5th grade college visits) reinforce a forward-looking, inclusive vision for students.

Visible Commitment to Equity and Inclusion

- The school supports bilingual learners and offers bilingual stipends to recruit and retain qualified staff.

Shared Expectations and Accountability

- Use of PBIS, referral flowcharts, and classroom-based management systems reflects a common understanding of

behavioral expectations.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Mission/vision statement need to be more of a focus on campus for all to know.	Mission/Vision needs to be referenced to more than once a year. Mission/vision are in Back 2 School Presentation.
2 ★	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.
3 ★	Teachers analyzed data but lacked sufficient ideas for action plans.	The teachers lack professional development in data analysis and clear expectations on what to do with the data.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Teachers analyzed data but lacked sufficient ideas for action plans.	The teachers lack professional development in data analysis and clear expectations on what to do with the data.
2 ★	Inconsistent Implementation of Tier 1 Instruction Across Grade Levels Evidence: Student outcomes on MAP, STAAR projections, and classroom walkthrough data indicate uneven instructional quality in core subjects.	Teachers vary in their use of curriculum resources (e.g., Bluebonnet), small group instruction, and formative data to guide instruction. There is a lack of systematic coaching or feedback loops to ensure fidelity across classrooms.
3 ★	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.
4 ★	Gaps in Intervention and Compliance for Special Populations (504/SPED) Evidence: Reports of 504 students missing interventions; concerns about service delivery for SPED students during instructional time.	Master schedule and staffing structures do not consistently allow for flexible intervention delivery without pulling students from core content.
5 ★	Student mathematics proficiency remains below desired levels, particularly at the Meets and Masters Grade Level standards. Evidence: 2026 STAAR Mathematics results show 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level.	Inconsistent implementation of high-impact mathematics instruction, particularly conceptual understanding, mathematical reasoning, representations, and problem-solving practices across grade levels

6 ★	Emergent Bilingual students are not consistently demonstrating the level of English language proficiency needed for academic success across content areas. Evidence: average composite scores of 2.2 for Grade 2, 2.6 for Grade 3, 2.4 for Grade 4, and 2.8 for Grade 5. Grades 2, 3, and 5 demonstrated an upward trend; however, Grade 4 declined and had an average composite score of 2.4.	Academic language development, targeted ESL strategies, linguistic accommodations, and structured opportunities for students to speak, listen, read, and write using academic vocabulary are not yet implemented with consistent depth and frequency across all classrooms and content area
7 ★	Students receiving Special Education services demonstrate significant achievement gaps across tested content areas and are identified as a one-year-away academic indicator requiring targeted monitoring and improvement. Evidence: Across all 2026 STAAR-tested subjects, 13% of current Special Education students achieved Meets Grade Level or Above compared with 43% of All Students.	Specially designed instruction, grade-level Tier 1 access, accommodations, progress monitoring, and targeted intervention are not yet implemented with consistent depth and fidelity across classrooms to accelerate achievement for students receiving Special Education services.
8 ★	Pre-K students demonstrate a need for increased vocabulary development in both English and Spanish to strengthen school readiness and supp Evidence: 2025-26 EOY CIRCLE Progress Monitoring data show that 77% of Pk students assessed in English were On Track in Rapid Vocabulary, while 23% Needed Support. Among students assessed in Spanish, 70% were On Track in Vocabulary, while 30% Needed Support.	Explicit vocabulary instruction, intentional oral-language development, repeated exposure to new words, and opportunities for students to use vocabulary in meaningful conversations and across learning centers are not yet implemented with consistent depth and frequency across Pre-K classrooms.
9 ★	Reading achievement remains below the campus goal for students reaching the Meets and Masters Grade Level standards. Evidence: 2026 STAAR RLA results show 72% Approaches Grade Level or Above, 49% Meets Grade Level or Above, and 26% Masters Grade Level.	Inconsistent implementation of grade-level reading instruction, explicit comprehension strategies, written response, and targeted small-group support for students performing below grade level. Gaps in Tier 1 instruction in foundational reading skills and lack of consistent reading, small group interventions for below-grade level readers.
10 ★	Achievement gaps persist among student groups, with students receiving Special Education services demonstrating the greatest academic performance gap and Emergent Bilingual students also performing below overall campus achievement levels.	Tier 1 instructional practices, differentiated supports, linguistic accommodations, and timely intervention are not yet implemented with consistent depth and fidelity across all classrooms to meet the academic needs of diverse learners.

11 ★	Insufficient ESL Strategy Integration in Classroom Instruction Evidence: TELPAS data shows 93% of EB students remain at Beginning or Intermediate levels; only 14% advanced to Advanced or Advanced High.	Limited campus-wide training and accountability for implementing ESL scaffolds and vocabulary strategies across content areas.
12 ★	Parent participation and involvement have not increased in the past year.	Parents are not getting consistent newsletters or communication from administration.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

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 PK students who are proficient in Rapid Vocabulary in English by from 77% to 80% and proficient in Rapid Vocabulary in Spanish from 70% to 80%

Evaluation Data Source: CIRCLE Progress Monitoring BOY, MOY, and EOY School Benchmark Reports

Strategy 1 ☑ Results Driven Accountability

Pre-K teachers will provide explicit, developmentally appropriate instruction in letter knowledge, vocabulary, oral language, phonological awareness, and early writing through whole-group instruction, targeted small groups, purposeful learning centers, and daily opportunities for students to use academic vocabulary in meaningful contexts.

Strategy's Expected Result/Impact: By May 2027, English Rapid Vocabulary proficiency will increase from 77% to 80% and Spanish Rapid Vocabulary proficiency will increase from 70% to 80%, with progress toward all other CIRCLE proficiency targets monitored at BOY, MOY, and EOY.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 5

Formative Reviews

November	February	April	June

Strategy 2

Pre-K teachers will analyze CIRCLE data after each administration to identify students and skills requiring reteach, intervention, or enrichment and will adjust small-group instruction accordingly.

Strategy's Expected Result/Impact: At each CIRCLE administration, the percentage of students On Track will demonstrate progress toward the established EOY proficiency targets, with students identified as Needs Support receiving targeted instruction before the next administration.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 5

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Pre-K students demonstrate a need for increased vocabulary development in both English and Spanish to strengthen school readiness and supp Evidence: 2025-26 EOY CIRCLE Progress Monitoring data show that 77% of Pk students assessed in English were On Track in Rapid Vocabulary, while 23% Needed Support. Among students assessed in Spanish, 70% were On Track in Vocabulary, while 30% Needed Support.	Explicit vocabulary instruction, intentional oral-language development, repeated exposure to new words, and opportunities for students to use vocabulary in meaningful conversations and across learning centers are not yet implemented with consistent depth and frequency across Pre-K classrooms.

Performance Objective 2

Increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle from 44.4% to 50% by May 2027.

Evaluation Data Source: CIRCLE Progress Monitoring BOY, MOY, and EOY School Benchmark Reports

Strategy 1

Students not demonstrating expected growth will receive targeted small-group instruction and reteaching based on identified CIRCLE skill deficits, followed by progress monitoring to determine response to instruction.

Strategy's Expected Result/Impact: Students receiving targeted support will demonstrate measurable progress toward the established EOY CIRCLE growth targets at the subsequent progress-monitoring administration.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Implementation of Tier 1 Instruction Across Grade Levels Evidence: Student outcomes on MAP, STAAR projections, and classroom walkthrough data indicate uneven instructional quality in core subjects.	Teachers vary in their use of curriculum resources (e.g., Bluebonnet), small group instruction, and formative data to guide instruction. There is a lack of systematic coaching or feedback loops to ensure fidelity across classrooms.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students in Grades 3-5 scoring at Meets Grade Level or Above on STAAR RLA will increase from 49% to 54%, and the percentage scoring at Masters Grade Level will increase from 26% to 30%. he percentage of students receiving Special Education services achieving Meets Grade Level or Above will increase from 14% to 19%.

Evaluation Data Source: STAAR and OnDataSuite (ODS) accountability/student-group reports

Strategy 1 ☑ Results Driven Accountability

Grade 3-5 RLA teams will participate in weekly PLCs to internalize Bluebonnet Learning lessons, unpack priority TEKS, identify prerequisite skills, anticipate misconceptions, and plan appropriate scaffolds and extensions.

Strategy's Expected Result/Impact: Grades 3-5 STAAR RLA Meets Grade Level or Above will increase from 49% to 54%, with SPED Meets performance increasing from 14% to 19%.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

Funding Sources: Interventionist 211 - Title I-A, $78,988, Interventionist 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will explicitly model grade-level comprehension, analysis of text, use of text evidence, and constructed response using common success criteria and exemplar student responses.

Strategy's Expected Result/Impact: Common and district assessment results will demonstrate progress toward the campus target of 54% Meets Grade Level or Above and 30% Masters Grade Level.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: Academic Specialist 211 - Title I-A,

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

Grade 3-5 teams will participate in biweekly data meetings to analyze district/common assessments by TEKS and student group, identify students requiring reteach or enrichment, establish instructional responses, and evaluate student performance on subsequent assessments.

Strategy's Expected Result/Impact: At least 70% of students receiving TEKS-specific reteach will demonstrate improvement on the subsequent aligned assessment while campus performance trends toward the STAAR RLA target.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 3

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Students performing below projected Meets Grade Level will receive targeted reading intervention based on identified TEKS and skill deficits, with progress monitored regularly.

Strategy's Expected Result/Impact: Meets Grade Level or Above performance will increase from 14% to 19%, and the percentage of students projected to perform below Approaches will decrease across campus assessment checkpoints.

Staff Responsible for Monitoring: Interventionist

Problem Statements: Student Learning 2, 3

Funding Sources: Interventionist 211 - Title I-A, $78,988, Interventionist 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2

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

Formative Reviews

November	February	April	June

Strategy 5

RLA Intervention
Students below projected Meets will receive additional intervention through tutoring, intervention blocks, after-school opportunities, and/or targeted campus tutor support.
This will be monitored by interventionists rosters, pre/post assessments, progress monitoring, STAAR projections, MAP data.

Strategy's Expected Result/Impact: Acceleration of students who are one or more grade levels below expectation.

Staff Responsible for Monitoring: Interventionists, Administrators, Teachers, Academic Specialist

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3

Funding Sources: Academic Specialists 211 - Title I-A, , Interventionists 211 - Title I-A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading achievement remains below the campus goal for students reaching the Meets and Masters Grade Level standards. Evidence: 2026 STAAR RLA results show 72% Approaches Grade Level or Above, 49% Meets Grade Level or Above, and 26% Masters Grade Level.	Inconsistent implementation of grade-level reading instruction, explicit comprehension strategies, written response, and targeted small-group support for students performing below grade level. Gaps in Tier 1 instruction in foundational reading skills and lack of consistent reading, small group interventions for below-grade level readers.
3	Students receiving Special Education services demonstrate significant achievement gaps across tested content areas and are identified as a one-year-away academic indicator requiring targeted monitoring and improvement. Evidence: Across all 2026 STAAR-tested subjects, 13% of current Special Education students achieved Meets Grade Level or Above compared with 43% of All Students.	Specially designed instruction, grade-level Tier 1 access, accommodations, progress monitoring, and targeted intervention are not yet implemented with consistent depth and fidelity across classrooms to accelerate achievement for students receiving Special Education services.
4	Emergent Bilingual students are not consistently demonstrating the level of English language proficiency needed for academic success across content areas. Evidence: average composite scores of 2.2 for Grade 2, 2.6 for Grade 3, 2.4 for Grade 4, and 2.8 for Grade 5. Grades 2, 3, and 5 demonstrated an upward trend; however, Grade 4 declined and had an average composite score of 2.4.	Academic language development, targeted ESL strategies, linguistic accommodations, and structured opportunities for students to speak, listen, read, and write using academic vocabulary are not yet implemented with consistent depth and frequency across all classrooms and content area

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Implementation of Tier 1 Instruction Across Grade Levels Evidence: Student outcomes on MAP, STAAR projections, and classroom walkthrough data indicate uneven instructional quality in core subjects.	Teachers vary in their use of curriculum resources (e.g., Bluebonnet), small group instruction, and formative data to guide instruction. There is a lack of systematic coaching or feedback loops to ensure fidelity across classrooms.

2	Insufficient ESL Strategy Integration in Classroom Instruction Evidence: TELPAS data shows 93% of EB students remain at Beginning or Intermediate levels; only 14% advanced to Advanced or Advanced High.	Limited campus-wide training and accountability for implementing ESL scaffolds and vocabulary strategies across content areas.
3	Gaps in Intervention and Compliance for Special Populations (504/SPED) Evidence: Reports of 504 students missing interventions; concerns about service delivery for SPED students during instructional time.	Master schedule and staffing structures do not consistently allow for flexible intervention delivery without pulling students from core content.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Teachers analyzed data but lacked sufficient ideas for action plans.	The teachers lack professional development in data analysis and clear expectations on what to do with the data.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of K-5 students meeting or exceeding their individual MAP Reading projected growth will increase from approximately 44% in 2025-26 to 55% in 2026-27.

Evaluation Data Source: NWEA MAP Growth Reading BOY-to-EOY Growth Reports and student-group reports

Strategy 1

K-5 teachers will establish individual MAP Reading growth goals and review student progress following BOY, MOY, and EOY administrations.

Strategy's Expected Result/Impact: At least 55% of K-5 students will meet or exceed individual MAP Reading projected growth by EOY.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use MAP Reading domain data during biweekly data meetings to establish flexible instructional groups and provide targeted reteach, intervention, acceleration, or enrichment.

Strategy's Expected Result/Impact: Campus MAP Reading growth will increase from approximately 44% to at least 55%, and the identified student group will meet its established numeric growth target.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student mathematics proficiency remains below desired levels, particularly at the Meets and Masters Grade Level standards. Evidence: 2026 STAAR Mathematics results show 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level.	Inconsistent implementation of high-impact mathematics instruction, particularly conceptual understanding, mathematical reasoning, representations, and problem-solving practices across grade levels

2	Reading achievement remains below the campus goal for students reaching the Meets and Masters Grade Level standards. Evidence: 2026 STAAR RLA results show 72% Approaches Grade Level or Above, 49% Meets Grade Level or Above, and 26% Masters Grade Level.	Inconsistent implementation of grade-level reading instruction, explicit comprehension strategies, written response, and targeted small-group support for students performing below grade level. Gaps in Tier 1 instruction in foundational reading skills and lack of consistent reading, small group interventions for below-grade level readers.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or Above on STAAR Mathematics will increase from 41% to 46%, and Masters Grade Level performance will increase from 18% to 21%. The percentage of students receiving Special Education services achieving Meets Grade Level or Above will increase from 12% to 17%. White student performance will also be monitored according to the identified one-year-away indicator.

Evaluation Data Source: STAAR and OnDataSuite (ODS) accountability/student-group reports

Strategy 1 ☑ Results Driven Accountability

Grade 3-5 mathematics teams will internalize curriculum during weekly PLCs by unpacking priority TEKS, identifying prerequisite skills, anticipating misconceptions, and planning appropriate representations and scaffolds.

Strategy's Expected Result/Impact: STAAR Mathematics Meets Grade Level or Above will increase from 41% to 46%, with SPED Meets performance increasing from 12% to 17%.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide explicit instruction using models, multiple representations, academic vocabulary, problem-solving structures, and opportunities for students to justify mathematical reasoning.

Strategy's Expected Result/Impact: District/common assessment performance will demonstrate progress toward 46% Meets and 21% Masters.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Teachers will analyze mathematics assessment results by TEKS and student group during biweekly data meetings and document targeted reteach, intervention, acceleration, or enrichment.

Strategy's Expected Result/Impact: At least 70% of students receiving targeted TEKS reteach will demonstrate improvement on the subsequent aligned assessment.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Students performing below projected Meets Grade Level will receive targeted mathematics intervention based on identified TEKS and prerequisite skill deficits.

Strategy's Expected Result/Impact: SPED Meets performance will increase from 12% to 17%, while the number of students projected below Approaches decreases across assessment checkpoints.

Staff Responsible for Monitoring: Interventionist

Problem Statements: Student Learning 1

Funding Sources: Interventionist 211 - Title I-A, $77,500, Interventionist 211 - Title I-A, $78,988

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student mathematics proficiency remains below desired levels, particularly at the Meets and Masters Grade Level standards. Evidence: 2026 STAAR Mathematics results show 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level.	Inconsistent implementation of high-impact mathematics instruction, particularly conceptual understanding, mathematical reasoning, representations, and problem-solving practices across grade levels

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or Above on STAAR Science will increase from 32% to 35%, and Masters Grade Level performance will increase from 10% to 13%. The percentage of students receiving Special Education services achieving Meets Grade Level or Above will increase from 15% to 20%.

Evaluation Data Source: STAAR and OnDataSuite (ODS) accountability/student-group reports

Strategy 1 ☑ Results Driven Accountability

Grades 3-5 teachers will vertically align high-leverage science TEKS, prerequisite content, academic vocabulary, and recurring concepts to ensure students receive systematic exposure to tested science content prior to Grade 5.

Strategy's Expected Result/Impact: Grade 5 STAAR Science Meets performance will increase from 32% to 35% and Masters from 10% to 13%.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will explicitly incorporate science vocabulary, data and diagram interpretation, hands-on application, and written explanation of scientific reasoning into instruction.

Strategy's Expected Result/Impact: SPED Meets performance will increase from 15% to 20%, while overall Grade 5 performance progresses toward 35% Meets and 13% Masters.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Achievement gaps persist among student groups, with students receiving Special Education services demonstrating the greatest academic performance gap and Emergent Bilingual students also performing below overall campus achievement levels.	Tier 1 instructional practices, differentiated supports, linguistic accommodations, and timely intervention are not yet implemented with consistent depth and fidelity across all classrooms to meet the academic needs of diverse learners.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Implementation of Tier 1 Instruction Across Grade Levels Evidence: Student outcomes on MAP, STAAR projections, and classroom walkthrough data indicate uneven instructional quality in core subjects.	Teachers vary in their use of curriculum resources (e.g., Bluebonnet), small group instruction, and formative data to guide instruction. There is a lack of systematic coaching or feedback loops to ensure fidelity across classrooms.

Performance Objective 7 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of K-5 students meeting or exceeding individual MAP Mathematics projected growth will increase from 48% in 2025-26 to 55% in 2026-27.

Evaluation Data Source: WEA MAP Growth Mathematics BOY, MOY, and EOY Growth Reports and student-group reports

Strategy 1 ☑ Results Driven Accountability

K-5 teachers will establish individual MAP Mathematics growth goals and review progress following each MAP administration.

Strategy's Expected Result/Impact: At least 55% of K-5 students will meet or exceed individual MAP Mathematics projected growth by EOY.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will use MAP Mathematics domain and growth data during biweekly data meetings to establish flexible instructional groups and provide targeted reteach, intervention, acceleration, or enrichment.

Strategy's Expected Result/Impact: Campus MAP Mathematics growth will increase from 48% to 55%, and the identified student group will achieve its established numeric growth target.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student mathematics proficiency remains below desired levels, particularly at the Meets and Masters Grade Level standards. Evidence: 2026 STAAR Mathematics results show 63% Approaches Grade Level or Above, 41% Meets Grade Level or Above, and 18% Masters Grade Level.	Inconsistent implementation of high-impact mathematics instruction, particularly conceptual understanding, mathematical reasoning, representations, and problem-solving practices across grade levels

Performance Objective 8 ☑ High Priority ☑ HB3 Goal

By May 2027, Emergent Bilingual students will demonstrate increased English language proficiency as measured by TELPAS composite scores. Average composite scores will increase from 2.2 to 2.4 in Grade 2, 2.6 to 2.8 in Grade 3, 2.4 to 2.6 in Grade 4, and 2.8 to 3.0 in Grade 5.

Evaluation Data Source: TELPAS Composite and Domain Reports and OnDataSuite (ODS)

Strategy 1 ☑ Results Driven Accountability

Teachers will consistently implement structured speaking, listening, reading, and writing opportunities using grade-level academic vocabulary, language objectives, sentence structures, and appropriate linguistic accommodations across content areas.

Strategy's Expected Result/Impact: TELPAS average composite scores will increase to at least 2.4 in Grade 2, 2.8 in Grade 3, 2.6 in Grade 4, and 3.0 in Grade 5.

Staff Responsible for Monitoring: LPAC Administrator

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will analyze TELPAS composite, domain, and proficiency-level data to identify individual language-development needs and plan targeted linguistic supports.

Strategy's Expected Result/Impact: Each TELPAS-tested grade level will demonstrate an increase in average composite score from its 2025-26 baseline.

Staff Responsible for Monitoring: LPAC Administrator

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Emergent Bilingual students are not consistently demonstrating the level of English language proficiency needed for academic success across content areas. Evidence: average composite scores of 2.2 for Grade 2, 2.6 for Grade 3, 2.4 for Grade 4, and 2.8 for Grade 5. Grades 2, 3, and 5 demonstrated an upward trend; however, Grade 4 declined and had an average composite score of 2.4.	Academic language development, targeted ESL strategies, linguistic accommodations, and structured opportunities for students to speak, listen, read, and write using academic vocabulary are not yet implemented with consistent depth and frequency across all classrooms and content area

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

By May 2027, Stipes Elementary will reduce the percentage of non-mobile students identified as chronically absent from 5.3% (28 of 526 students) in 2025-26 to 4.0% or less in 2026-27. The chronic absenteeism rate for students receiving Special Education services, the student group with the highest chronic absenteeism rate, will decrease from 10.4% (10 of 96 students) in 2025-26 to 7.5% or less in 2026-27.

Evaluation Data Source: PEIMS attendance data, OnDataSuite (ODS) attendance and chronic absenteeism reports, and district attendance reports

Strategy 1

Campus attendance data will be reviewed regularly to identify students who are approaching or have exceeded the chronic absenteeism threshold. Students demonstrating patterns of excessive absence will be identified early and assigned appropriate attendance interventions based on individual need, with particular monitoring of students receiving Special Education services.

Strategy's Expected Result/Impact: Campus chronic absenteeism will decrease from 5.3% to 4.0% or less, and chronic absenteeism among students receiving Special Education services will decrease from 10.4% to 7.5% or less by May 2027.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: School Processes & Programs 3 - Perceptions 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Students demonstrating attendance concerns will receive tiered attendance supports through the campus MTSS process. Supports will include parent communication, attendance conferences, individualized attendance plans, identification and removal of attendance barriers, and intensified district or community-based support when attendance concerns persist.

Strategy's Expected Result/Impact: At least 90% of students identified for targeted attendance intervention will have documented intervention and follow-up, contributing to a reduction in campus chronic absenteeism from 5.3% to 4.0% or less and SPED chronic absenteeism from 10.4% to 7.5% or less.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: Student Learning 4 - School Processes & Programs 3

Funding Sources: Parent and Engagement Liaison 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

The campus will provide timely, multilingual communication to families regarding attendance expectations, individual attendance concerns, available campus and community supports, and the academic impact of frequent absences. Families of students demonstrating persistent attendance concerns will receive targeted outreach to identify and address barriers to regular attendance.

Strategy's Expected Result/Impact: 100% of students meeting the campus threshold for targeted attendance intervention will have documented family outreach, contributing to a reduction in campus chronic absenteeism from 5.3% to 4.0% or less and SPED chronic absenteeism from 10.4% to 7.5% or less by May 2027.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Student Learning 3 - School Processes & Programs 3, 4

Funding Sources: Parent Liaison 211 - Title I-A, $32,526

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students receiving Special Education services demonstrate significant achievement gaps across tested content areas and are identified as a one-year-away academic indicator requiring targeted monitoring and improvement. Evidence: Across all 2026 STAAR-tested subjects, 13% of current Special Education students achieved Meets Grade Level or Above compared with 43% of All Students.	Specially designed instruction, grade-level Tier 1 access, accommodations, progress monitoring, and targeted intervention are not yet implemented with consistent depth and fidelity across classrooms to accelerate achievement for students receiving Special Education services.
4	Emergent Bilingual students are not consistently demonstrating the level of English language proficiency needed for academic success across content areas. Evidence: average composite scores of 2.2 for Grade 2, 2.6 for Grade 3, 2.4 for Grade 4, and 2.8 for Grade 5. Grades 2, 3, and 5 demonstrated an upward trend; however, Grade 4 declined and had an average composite score of 2.4.	Academic language development, targeted ESL strategies, linguistic accommodations, and structured opportunities for students to speak, listen, read, and write using academic vocabulary are not yet implemented with consistent depth and frequency across all classrooms and content area

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Gaps in Intervention and Compliance for Special Populations (504/SPED) Evidence: Reports of 504 students missing interventions; concerns about service delivery for SPED students during instructional time.	Master schedule and staffing structures do not consistently allow for flexible intervention delivery without pulling students from core content.
4	Parent participation and involvement have not increased in the past year.	Parents are not getting consistent newsletters or communication from administration.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.

Performance Objective 2

By May 2027, Stipes Elementary will reduce exclusionary and discretionary discipline outcomes for students receiving Special Education services. The number of students receiving Special Education services receiving an ISS/OSS suspension of fewer than six total days for the school year will decrease from 8 students in 2025-26 to 5 or fewer students in 2026-27. Discretionary discipline referrals for students receiving Special Education services will decrease from eight students in 2025-26 to five or fewer students in 2026-27; which is a reduction of at least 37.5%.

Evaluation Data Source: PEIMS discipline data, OnDataSuite (ODS) discipline reports, eSchool discipline reports, and campus discipline/referral data

Strategy 1 ☑ Results Driven Accountability

Campus administration will review discipline data at least biweekly by student, student group, grade level, behavior type, location, frequency, and consequence to identify patterns and students requiring additional behavioral support, with specific monitoring of discipline outcomes for students receiving Special Education services.

Strategy's Expected Result/Impact: The number of students receiving Special Education services receiving an ISS/OSS suspension of fewer than six total days for the school year days will decrease from 8 to 5 or fewer by May 2027, and discretionary discipline referrals for students receiving Special Education services will decrease from 8 to 5.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1 - Perceptions 2, 3

Formative Reviews

November	February	April	June

Strategy 2

Campus staff will explicitly teach, model, reinforce, and reteach campuswide behavior expectations and classroom routines. Campus administration will monitor implementation of behavior expectations across classrooms and common areas and provide feedback and support when inconsistencies are identified.

Strategy's Expected Result/Impact: Consistent implementation of Tier 1 behavior expectations will contribute to reducing the number of students receiving Special Education services receiving an ISS/ OSS suspension of fewer than six total days for the school year from 8 to 5 or fewer and reducing discretionary discipline referrals from ___ to ___ by May 2027.

Problem Statements: School Processes & Programs 3 - Perceptions 2

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Students demonstrating repeated behavioral concerns will receive targeted Tier 2 or Tier 3 behavioral supports based on identified need, including behavior goal setting, check-in/check-out, counseling support, restorative practices, individualized behavior supports, parent conferences, and progress monitoring as appropriate. For students receiving Special Education services, behavioral supports will be implemented in alignment with the student's IEP and other applicable individualized supports.

Strategy's Expected Result/Impact: At least 90% of students identified for Tier 2 or Tier 3 behavioral intervention will have a documented intervention and progress-monitoring plan, contributing to a reduction in SPED students receiving ISS/OSS suspensions of fewer than six total days from 8 to 5 or fewer by May 2027.

Staff Responsible for Monitoring: Counselor

Problem Statements: School Processes & Programs 3 - Perceptions 2

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Campus staff will use appropriate preventive, restorative, and instructional responses to student behavior prior to exclusionary discipline when allowable and appropriate. Responses may include reteaching expectations, restorative conversations, reflection and problem-solving, parent conferences, counseling supports, behavior intervention, and individualized student supports.

Strategy's Expected Result/Impact: The use of preventive and restorative behavioral supports will contribute to reducing the number of students receiving Special Education services receiving an ISS/ OSS suspension of fewer than six total days from 8 to 5 or fewer and reducing discretionary discipline referrals from eight to five or fewer by May 2027.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3 - Perceptions 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Achievement gaps persist among student groups, with students receiving Special Education services demonstrating the greatest academic performance gap and Emergent Bilingual students also performing below overall campus achievement levels.	Tier 1 instructional practices, differentiated supports, linguistic accommodations, and timely intervention are not yet implemented with consistent depth and fidelity across all classrooms to meet the academic needs of diverse learners.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students receiving Special Education services demonstrate significant achievement gaps across tested content areas and are identified as a one-year-away academic indicator requiring targeted monitoring and improvement. Evidence: Across all 2026 STAAR-tested subjects, 13% of current Special Education students achieved Meets Grade Level or Above compared with 43% of All Students.	Specially designed instruction, grade-level Tier 1 access, accommodations, progress monitoring, and targeted intervention are not yet implemented with consistent depth and fidelity across classrooms to accelerate achievement for students receiving Special Education services.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Gaps in Intervention and Compliance for Special Populations (504/SPED) Evidence: Reports of 504 students missing interventions; concerns about service delivery for SPED students during instructional time.	Master schedule and staffing structures do not consistently allow for flexible intervention delivery without pulling students from core content.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.
3	Teachers analyzed data but lacked sufficient ideas for action plans.	The teachers lack professional development in data analysis and clear expectations on what to do with the data.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, increase the percentage of Stipes families participating in at least one school-sponsored academic, parent education, or community engagement activity by at least 10 percentage points from the final 2025-26 baseline.

Evaluation Data Source: Sign-in sheets and parent involvement includes but is not limited to the following:
Parent Lunches
Fall Carnival
Pizza & Paletas
All-Pro Dads
STEAM Night
PTO Meetings

Strategy 1

Host quarterly parent workshops in English and Spanish on literacy, math, SEL, and navigating school systems.

Strategy's Expected Result/Impact: Parent attendance increases, reinforcing learning and creating a stronger school-home connection.

Staff Responsible for Monitoring: Parent liaison & counselors

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison 211 - Title I-A, $32,526

Title I: 2.5.2

Formative Reviews

November	February	April	June

Strategy 2

Establish parent surveys to gather feedback on campus climate, instruction, and engagement.

Strategy's Expected Result/Impact: Improved parent satisfaction and responsiveness to family needs, leading to stronger trust in the school.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison 211 - Title I-A, $32,526

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Community Partnerships
Continue and expand partnerships with businesses, Brighter Bites, Irving Schools Foundation, Irving PD, All Pro Dads and other community organizations.

Strategy's Expected Result/Impact: Students and families gain enrichment, resources and stronger community connections.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison 211 - Title I-A, $32,526

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.

Performance Objective 2

Stipes will host at least 3 parent engagement events per semester, ranging from academic focus to engaging the community in their learners' learning throughout the year.

Evaluation Data Source: Parent participation logs

Strategy 1

In collaboration with our parent liaison, Stipes will host parent workshops to help them support their children academically and emotionally. In collaboration with our parent liaison, Stipes faculty will plan events each semester such as Fall Carnival, All Pro Dads, Literacy Night, STEAM Night, as well as PTO Meetings and Musical programs.

Strategy's Expected Result/Impact: Parent engagement increases overall, and a collaborative culture is nourished between the school and Stipes' families.

Staff Responsible for Monitoring: Parent liaison

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison 211 - Title I-A, $32,526

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistent Behavior Management Systems Across Classrooms Evidence: Staff reported overwhelming behavior referrals and delays in response processing.	Staff were trained and implemented student expectations and procedures at beginning of the year. Inconsistency following school protocols later in school year.

State Compensatory Education

State Compensatory

Budget for Stipes Elementary School

Total SCE Funds: $24,780.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Supplies for the classroom to support instruction for Tier 1 and Tier 2.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Stipes Elementary conducts an annual Comprehensive Needs Assessment (CNA) using multiple sources of quantitative and qualitative data to identify campus strengths, needs, priority problems, and root causes. Data reviewed include STAAR, MAP Growth, TELPAS, CIRCLE Progress Monitoring, district and common assessments, attendance and chronic absenteeism, discipline, demographic and student-group data, staff and family engagement data, Panorama survey results, and other campus performance indicators. Data are disaggregated by student group, including Emergent Bilingual, Special Education, economically disadvantaged, race/ethnicity, and other applicable groups to identify achievement gaps and areas requiring targeted support. Campus leadership, teachers, instructional support staff, parents/families, and other stakeholders participate in reviewing data and identifying priority needs. Findings from the CNA are used to develop measurable performance objectives, strategies, and funding decisions within the Campus Improvement Plan. The CNA is reviewed and updated throughout the year as new data become available.

1.2 Location for Evidence of Multiple Meetings Held

The Stipes Elementary Campus Improvement Plan is developed with meaningful input from campus and community stakeholders, including the principal, teachers, instructional support staff, paraprofessionals and other school personnel, parents and families, community representatives, and other stakeholders as appropriate. Stakeholders review campus academic, demographic, attendance, discipline, perception, and program data; identify priority needs and root causes; and provide input regarding goals, performance objectives, strategies, resources, and family engagement. Stakeholder feedback is considered throughout the development and revision of the plan to ensure that campus strategies address identified student and family needs and support continuous improvement.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Stipes Elementary implements an ongoing process for monitoring the Campus Improvement Plan throughout the school year. Campus leadership and appropriate staff review progress toward performance objectives using STAAR, MAP Growth, CIRCLE, TELPAS, district and common assessments, formative assessments, attendance, chronic absenteeism, discipline, walkthrough data, intervention data, family engagement data, and other identified measures. Progress is reviewed at designated checkpoints during the year, and strategies are evaluated for implementation and impact. When data indicate that students are not making sufficient progress, the campus adjusts instructional practices, interventions, professional learning, resources, and other strategies as appropriate. The plan is revised as needed to respond to changing student needs and updated data.

2.2 Stakeholders 1114(b)(2)

Stipes Elementary implements an ongoing process for monitoring the Campus Improvement Plan throughout the school year. Campus leadership and appropriate staff review progress toward performance objectives using STAAR, MAP Growth, CIRCLE, TELPAS, district and common assessments, formative assessments, attendance, chronic absenteeism, discipline, walkthrough data, intervention data, family engagement data, and other identified measures. Progress is

reviewed at designated checkpoints during the year, and strategies are evaluated for implementation and impact. When data indicate that students are not making sufficient progress, the campus adjusts instructional practices, interventions, professional learning, resources, and other strategies as appropriate. The plan is revised as needed to respond to changing student needs and updated data.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Stipes Elementary Campus Improvement Plan is made available to parents, families, staff, and the community through accessible campus and/or district communication platforms. Families are informed of the availability of the plan and may request assistance accessing or understanding its contents. To the extent practicable, information related to the Campus Improvement Plan and Title I program is provided in a language and format families can understand, including translated communication and interpretation support when needed. The campus also provides appropriate accommodations or alternative formats when necessary to support meaningful access for parents and families.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Stipes Elementary provides all students opportunities to meet challenging state academic standards through high-quality, TEKS-aligned Tier 1 instruction, implementation of district-adopted curriculum and instructional resources, data-driven PLCs, formative assessment, differentiated instruction, small-group instruction, intervention, acceleration, and enrichment. Teachers regularly analyze student performance data to identify unfinished learning and adjust instruction. Students requiring additional support receive targeted Tier 2 and Tier 3 interventions aligned to identified academic needs. Emergent Bilingual students receive appropriate linguistic accommodations and language-development supports, while students receiving Special Education services receive access to grade-level TEKS, accommodations, and specially designed instruction aligned with their IEPs. Student progress is monitored regularly to determine the effectiveness of supports and make instructional adjustments.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Stipes Elementary documents the ongoing evaluation of the effectiveness of the Schoolwide program within the Campus Improvement Plan in Plan4Learning. Formative Review notes are completed throughout the year, with program effectiveness formally reviewed at least semiannually using available student achievement, progress-monitoring, attendance, discipline, perception, and family engagement data. Campus leadership and stakeholders review progress toward performance objectives and determine whether strategies are being implemented as intended and producing the expected impact. Adjustments to strategies, interventions, resources, and implementation are documented when data indicate a need for revision.

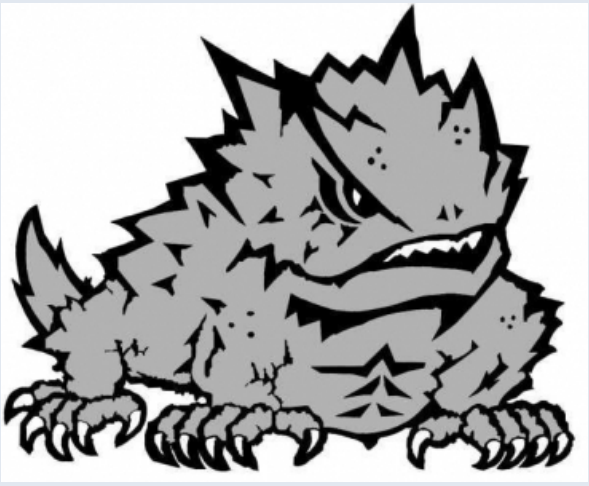
The annual evaluation of the Schoolwide program is documented in the Summative Review in Plan4Learning. Supporting documentation, including meeting agendas, sign-in sheets, stakeholder input, assessment reports, progress-monitoring data, attendance and discipline data, survey/perception results, and other relevant evidence, is maintained in campus and/or district records. Documentation and data reviewed are aligned to the goals, performance objectives, strategies, and identified needs within the Schoolwide program.

Results of the annual Schoolwide program evaluation are incorporated into the following year's Comprehensive Needs Assessment (CNA). The campus uses evaluation findings to identify successful practices, determine continuing or emerging needs, revise priority problem statements and root causes as appropriate, and inform the development of future performance objectives, strategies, resource allocations, and the Campus Improvement Plan.

Title I Personnel

Name	Position	Program	FTE
Angelica Villegas	Interventionist	Title I Academic Intervention	1
Esther Pacheco	Interventionist	Title I Academic Intervention	1
Ofelia Flores	Parent Liaison	Parent and Family Engagement	1
Rita Smith	Title 1 General Instructional Aide	General Instructional Aide	1

Irving Independent School District



Thomas Haley Elementary School

2026-2027 Campus Improvement Plan

992

Generated by Plan4Learning.com
October 09, 2026 at 09:27 AM

Mission Statement

We pledge to motivate, support, and inspire, all!

Vision

Learning today, leading tomorrow.

Value Statement

Core Values

- **We will do whatever it takes to ensure that "ALL" students learn at a high level.**
- **We believe that building relationships are imperative to academic success.**
- **All students and staff should feel safe, positive, and supported at T.H.E.**
- **We will respect all members of our learning community and support the belief that all means all.**
- **We will provide students with the tools needed to become lifelong learners and achievers!**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 20

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 22

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 32

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 34

State Compensatory Education 38

Budget for Thomas Haley Elementary School 39

Personnel for Thomas Haley Elementary School 39

Title I Summary 40

Title I Personnel 41

Comprehensive Needs Assessment

Demographics

Summary

Summary:

- Enrollment: 765 students; 352 in Grades 3–12
- Economically Disadvantaged: 83.1%
- Ethnic Breakdown: 44.7% Hispanic, 35.1% African American, 10% Asian
- Mobility: 26% (above district average)
- Attendance: 95.2% overall; lowest in Kindergarten (93.1%)
- Discipline: 242 referrals; 62% from 2nd and 3rd grade; 64% of referrals from Black students

Strengths:

- High PreK attendance and readiness
- Strong bilingual programming and diversity

Problem Statement: Disproportionate discipline referrals and high mobility may impact academic and behavioral outcomes for key student groups.

Strengths

Strengths:

- High PreK attendance and readiness
- Strong bilingual programming and diversity

Problem Statement: Disproportionate discipline referrals and high mobility may impact academic and behavioral outcomes for key student groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

★ = Priority

Student Learning

Summary

- 2026 Accountability Ratings:
  - Domain I (Student Achievement): 60
  - Domain II-A (Academic Growth): 63
  - Domain II-B (Relative Performance): 66
  - Domain III (Closing the Gaps): 68
  - Overall Score: 68 → Letter Grade: D
- STAAR Domain I Performance:
  - All Students: 55% Approaches | 35% Meets | 14% Masters
  - Reading: 558% Approaches | 35% Meets | 14% Masters
  - Math: 57% Approaches | 35% Meets | 14% Masters
  - Science: 63% Approaches | 33% Meets | 11% Masters
- MAP Growth:
  - Math: Growth below projections in Grades 1–4; Grade 5 showed improvement
  - Reading: Spanish Reading growth strong (Grades 3–5: 70–80% met growth targets)

(K–2):

- MAP K–2 English dropped from 50% to 44% Meets/Exceeds.
- K–2 Spanish “Well Below” reduced to 20%, but English “Well Below” remains high at 24%.

TELPAS / EB Performance

- TELPAS composite growth earned 0 points. EB/EL STAAR Meets performance is low (Reading 32%, Math 29%).

Based on the 2026 STAAR Domain I data, here’s a deeper look at subpopulation performance across Reading, Math, and Science at the Approaches, Meets, and Masters levels:

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	57%	65%	47%	74%	*	77%	-	63%	56%
At Meets GL Standard or Above	35%	39%	28%	56%	*	44%	-	47%	34%
At Masters GL Standard	14%	17%	10%	35%	*	8%	-	11%	13%
Number of Tests									
At Approaches GL Standard or Above	395	152	169	25	*	37	-	**	369
At Meets GL Standard or Above	240	92	99	19	*	21	-	**	223
At Masters GL Standard	95	40	37	12	*	4	-	**	85

Total Tests	695	235	357	34	*	48	-	**	657
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	58%	64%	52%	71%	*	71%	-	63%	57%
At Meets GL Standard or Above	35%	37%	32%	57%	*	29%	-	38%	35%
At Masters GL Standard	14%	19%	10%	36%	*	10%	-	13%	14%
Number of Tests									
At Approaches GL Standard or Above	174	64	80	10	*	15	-	**	161
At Meets GL Standard or Above	104	37	50	8	*	6	-	**	98
At Masters GL Standard	43	19	16	5	*	2	-	**	39
Total Tests	299	100	155	14	*	21	-	**	283
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	54%	62%	43%	64%	*	82%	-	63%	53%
At Meets GL Standard or Above	35%	44%	24%	50%	*	55%	-	50%	34%
At Masters GL Standard	14%	16%	11%	36%	*	9%	-	13%	13%
Number of Tests									
At Approaches GL Standard or Above	160	62	66	9	*	18	-	**	151
At Meets GL Standard or Above	104	44	37	7	*	12	-	**	95
At Masters GL Standard	41	16	17	5	*	2	-	**	36
Total Tests	299	100	154	14	*	22	-	**	283
Science									
Percent of Tests									
At Approaches GL Standard or Above	63%	74%	48%	100%	-	80%	-	*	63%
At Meets GL Standard or Above	33%	31%	25%	67%	-	60%	-	*	33%
At Masters GL Standard	11%	14%	8%	33%	-	0%	-	*	11%

Strengths

- Academic growth (Domain II-A) and closing gaps (Domain III) are stronger than achievement
- Spanish Reading MAP growth is a highlight
- Asian and Pacific Islander students outperform in STAAR; Continuously Enrolled students show stronger outcomes

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.
2 ★	Student engagement was low and not intentionally planned for during Tier I instruction.	Lack of intentional planning for engagement strategies during lesson internalization. Limited professional development focused on student ownership of learning. Engagement not seen as a key accountability metric during walkthroughs or coaching.
3 ★	Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions	New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.
4 ★	RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.	RTI seen as a remedial-only block, rather than a time for both intervention and extension. Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.
5 ★	Only 37% of students in grades K-2 performed at on grade level or above.	Teachers have not received sufficient training or support in utilizing mClass intervention tools effectively.

6 ★	TELPAS growth earned 0 points in 2026.	A gap in strengthening language acquisition routines, vocabulary development, and structured language supports

★ = Priority

School Processes & Programs

Summary

Maintaining a safe and secure environment is a priority. Therefore, Thomas Haley Elementary staff ensures that all visitors check in at the office. We also require all faculty and staff members to wear a district ID at all times and that teachers teach with their classroom doors locked. We also participate in ongoing crisis/emergency training drills in an effort to be prepared in the event of an emergency. The discipline committee continues to implement the Positive Behavior Intervention Support (PBIS) and CHAMPS as our school-wide discipline plan. The teachers use eSchool to document classroom incidents rather than writing a referral, which provides documentation when a behavior intervention is needed. Safety protocols have also been embedded into the school day (including arrival, lunch, transition, and dismissal protocols). In past years, the implementation of PBIS and CHAMPS, we have resulted in a reduction in the number of discipline referrals. The number of referrals increased from 249 in 2024-2025 to 322 in the 2025-2026 school year. All staff members were trained in RISE training; students conducted tiered offense-appropriate responses and the MTSS process. 2B: Eco Disc 83.9% STAAR (CCMR) 39% Rating Domain 66%. Our 2026-2027 school year goal will be to increase the 2B domain from 66% to 75% by training teachers on strategies to increase lesson delivery and alignment. Our campus has focused on training teachers in the area of unpacking TEKS and building instruction calendars. This focus on purposeful planning should result in aligned objectives, activities, exit tickets and conducting an impactful DDI process that leads to students' success, thus decreasing student behavior.

Strengths

Students and staff members reported feeling safe according to the 2025-2026 climate survey.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Thomas Haley's surveys and end-of-year analysis results concluded that the artifacts that Thomas Haley Elementary submitted show evidence of instructional leaders scheduling time for observation of classroom instruction, PLCs, and key data meetings that are inconsistent.	The responsibilities of instructional leaders are broad and not formally tracked. There are regularly scheduled meetings between the principal and his instructional leaders but no scheduled time to observe them in their most high-leverage, repetitive actions to provide feedback. Additionally, grade-level PLCs meet weekly to discuss instruction and data, but there is no written protocol
2 ★	Campus leaders and teachers have dedicated themselves to meeting and analyzing student data, unpacking standards, and planning interventions. Data-driven practices are found across all content areas and grade levels. Teachers have dedicated time to internalizing lessons and discussing the data and instructional strategies,	There was no evidence the current protocol allows individual teachers to identify the root cause as to why students may not have learned the concept.
3 ★	There is a pattern of student gaps in the areas of math (33% meets and above) and reading (34% meets and above) and teachers are reporting EOY data not always aligning with teacher-created lesson or assessment data throughout the school year.	We are experiencing an increase in novice teachers and no evidence that teacher-created instructional materials or assessments are the highest quality, thus creating unintentional academic gaps.

★ = Priority

Perceptions

Summary

- Climate Survey: 26% of parents do not feel welcome
- Family Engagement: Needs improvement in outreach and inclusion
- Staff: High teacher retention and experience

Strengths

- Stable and experienced staff
- Strong PreK family engagement

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.	A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.
2 ★	Behavior referrals have increased from 242 to 322 from the 2024-2025 school year to the 2025-2026 school year.	Create clear behavior expectations and parent engagement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.
2	Campus leaders and teachers have dedicated themselves to meeting and analyzing student data, unpacking standards, and planning interventions. Data-driven practices are found across all content areas and grade levels. Teachers have dedicated time to internalizing lessons and discussing the data and instructional strategies,	There was no evidence the current protocol allows individual teachers to identify the root cause as to why students may not have learned the concept.
3	Behavior referrals have increased from 242 to 322 from the 2024-2025 school year to the 2025-2026 school year.	Create clear behavior expectations and parent engagement.
4	Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions	New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.
5	Thomas Haley's surveys and end-of-year analysis results concluded that the artifacts that Thomas Haley Elementary submitted show evidence of instructional leaders scheduling time for observation of classroom instruction, PLCs, and key data meetings that are inconsistent.	The responsibilities of instructional leaders are broad and not formally tracked. There are regularly scheduled meetings between the principal and his instructional leaders but no scheduled time to observe them in their most high-leverage, repetitive actions to provide feedback. Additionally, grade-level PLCs meet weekly to discuss instruction and data, but there is no written protocol

6 ★

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension. Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.

7 ★

There is a pattern of student gaps in the areas of math (33% meets and above) and reading (34% meets and above) and teachers are reporting EOY data not always aligning with teacher-created lesson or assessment data throughout the school year.

We are experiencing an increase in novice teachers and no evidence that teacher-created instructional materials or assessments are the highest quality, thus creating unintentional academic gaps.

8 ★

Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.

A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.

9 ★

Only 37% of students in grades K-2 performed at on grade level or above.

Teachers have not received sufficient training or support in utilizing mClass intervention tools effectively.

10 ★

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization. Limited professional development focused on student ownership of learning. Engagement not seen as a key accountability metric during walkthroughs or coaching.

11 ★

TELPAS growth earned 0 points in 2026.

A gap in strengthening language acquisition routines, vocabulary development, and structured language supports

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

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 PK students who are proficient on all 5 Circle indicators:
English: from 90% to 95% by May 2027
Spanish: from 96% to 97% by May 2

Evaluation Data Source: Circle Data, Progress Monitoring Data

Strategy 1

Teachers will focus on fluency development daily and create small groups to support rapid vocabulary and language development.

Strategy's Expected Result/Impact: Students will reach their target Cirlce goals by end of May 2026 in (Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing) .

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development training during In-Service week and after-school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria, data-driven instruction and new curriculum implementation.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2

Increase the percentage of PK students showing growth in Rapid Letter Naming, Rapid Vocabulary, and Math from 93% to 95% by May 2027.

Evaluation Data Source: Circle data.

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development training during In-Service week and after-school PD to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria, data-driven instruction, and new curriculum implementation.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist, District Coordinators, Region 10 and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3

Based on 2026 STAAR Reading Meets = 35%:
Increase the percentage of 3-5 students scoring Meets or above on STAAR Reading from 35% to 45% by May 2027.
Increase the percentage of the most marginalized student group (EB/EL at 32% Meets) from 32% to 42% by May 2027.

Strategy 1

Increase teachers' understanding and usage of essential best practices in literacy instruction (RBIS) through professional learning. Through effective instruction, teachers cultivate increasingly automatic literacy knowledge and skills for all students.

Strategy's Expected Result/Impact: Improved student results and teacher efficacy through the consistent coaching and implementation of embedded RBIS in the HQIM

Staff Responsible for Monitoring: Academic Specialist and District Coordinator

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Ensure that teachers are effectively implementing the use of High-Quality Instructional Materials (HQIM)
Clear curriculum documents that efficiently and effectively communicate the what, when, and how
Professional learning
Walk through documentation on the implementation of Amplify RLA
Targeted support when data shows that implementation is not occurring
Coaching for every teacher as they learn to implement the RBIs in conjunction with the HQIM

Strategy's Expected Result/Impact: Ensure all students have access to high-quality and rigorous grade-level content.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Embedded Readers'/Writers' Notebook into classroom instructional practices to build reciprocity between reading and writing as well as create a writing-rich culture.
Professional learning surrounding best practices
Learning walks, partnering with campus administrators, to explore the implementation of the RBIS and notebooks
Targeted support when data shows that implementation is not occurring

Strategy's Expected Result/Impact: For student use of the notebook to be an embedded instructional routine yielding the following behaviors relating to reading, writing, listening, and speaking:
Greater stamina and endurance
Elevated and clearer articulation of thoughts and ideas
Deeper thinking and questioning
Expansive inquiry and wonder

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4

2026 MAP Reading Meets/Exceeds = 44% (English) and Spanish 80%+.
Increase the percentage of K-5 students who Meet or Exceed expected growth on MAP Reading from 44% to 60% by May 2027.
Increase the percentage of the most marginalized student group (SPED at 33% growth) from 33% to 50% by May 2027.

Evaluation Data Source: MAP, DCA, Unit Assessments, Exit Ticket, Core

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5

2026 STAAR Math Meets = 35%.
Increase the percentage of 3-5 students scoring Meets or above on STAAR Math from 35% to 45% by May 2027.
Increase the percentage of the most marginalized student group (Hispanic at 24% Meets) from 24% to 35% by May 2027.

Evaluation Data Source: MAP, DCA. Unit Assessment, Exit Tickets

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice

instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6

2026 MAP Math Meets/Exceeds = 49%.
Increase the percentage of K-5 students who Meet or Exceed expected growth on MAP Math from 49% to 60% by May 2027.
Increase the percentage of the most marginalized student group (SPED at 38% growth) from 38% to 48% by May 2027.

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7

TELPAS growth earned 0 points in 2026.
Increase the percentage of EB/EL students who increase their TELPAS composite score by 1 level from baseline 34% to 55% by May 2027. (Cited: "2026 Advanced High or Basic Fluency = 34")

Evaluation Data Source: TELPAS

Strategy 1

Implement daily, structured language routines (e.g., sentence stems, academic conversations, structured partner talk) in all content areas to increase student use of academic English.

Strategy's Expected Result/Impact: Increased student oral language production leading to measurable growth in Listening and Speaking domains.

Staff Responsible for Monitoring: AS, Admin, Teachers

Problem Statements: Student Learning 6

Formative Reviews

November	February	April	June

Strategy 2

Increase authentic writing opportunities across content areas.

Strategy's Expected Result/Impact: Stronger Writing domain performance, improving overall composite scores.

Problem Statements: Student Learning 6

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	TELPAS growth earned 0 points in 2026.	A gap in strengthening language acquisition routines, vocabulary development, and structured language supports

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

We aim to boost our teacher retention rate from 62% to 80% by implementing comprehensive strategies that include coaching, support, ample resources, and professional development,

Evaluation Data Source: Walkthrough Data, Teacher Surveys

Strategy 1

Provide ongoing support for teachers new to teaching and new to the district.

Strategy's Expected Result/Impact: New teachers will feel supported in the use of instructional materials, including the district curriculum as evidenced by campus surveys.

Staff Responsible for Monitoring: Assistant Principal, Academic Specialist, and Curriculum and Instruction Staff

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development during In-Service week, receive coaching support for SustainEd and Great Minds, and after-school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Thomas Haley will increase teacher retention from 2024-2025, 75% to 80% for the 2025-2026 school year.

Evaluation Data Source: TEA accountability system

Strategy 1

Provide ongoing coaching support and mentorship for teachers new to teaching and new to the district.

Strategy's Expected Result/Impact: New teachers will feel supported in the use of instructional materials, including the district curriculum as evidenced by campus surveys.

Staff Responsible for Monitoring: Assistant Principal, Academic Specialist, and Curriculum and Instruction Staff

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Funding Sources: Staffing 211 - Title I-A, $72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2

Decrease the number and percentage of students who are chronically absent from 18% to 10% by May 2025. Decrease the number and percentage of African-American students from 18 to 10% by May 2025.

Strategy 1

Teachers will use SEL and PBIS strategies to decrease office referrals from 2023-2024 to 2024-2025 school year by 60%

Strategy's Expected Result/Impact: Office referrals will be reduced from 369in the 2023-2024 school year to at least 199 by the end of the 2024-2025 school year.

Staff Responsible for Monitoring: Teachers, Admin, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Teachers and staff members will be trained and leverage the MTSS process to decrease student absences.

Strategy's Expected Result/Impact: Student attendance will increase across campus sub-groups.

Staff Responsible for Monitoring: Admin, Counselors, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3

Decrease the percentage of in and out-of-school suspensions for (add race/gender/programs) students that are disproportionally referred for disciplinary action from 60 % to 40% by May 2025.
Decrease the number of discretionary referrals for African-American students from 68% to 40% by May 2025.

Strategy 1

Teachers will use SEL and PBIS strategies to decrease office referrals from 2024-2025 to 2025-2026 school year
year by 30%

Strategy's Expected Result/Impact: Office referrals will be reduced from 242 in the 2024-2025 school year to at least 170 by the end of the 2025-2026 school year.

Staff Responsible for Monitoring: Teachers, Admin, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 4

T. Haley Elementary will create opportunities for families to engage in school events throughout the year, increasing family engagement by 10% by the end of May 2026.

Evaluation Data Source: Create a collaborative rapport with T. Haley families and students.

Strategy 1

Thomas Haley will host 2 parent conferences throughout the school year to ensure parents are informed as to their scholar's performance in school and ways to continue to support learning.

Strategy's Expected Result/Impact: Parents connect with school staff and work collaboratively to encourage high levels of learning.

Staff Responsible for Monitoring: Teachers, administrators, and parents

Funding Sources: 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Thomas Haley will host at least 4 family engagement events (Literacy Night, Math/Science Night, PTO Night Events, and Multicultural Night) throughout the 25-26 school year to encourage parent-school connectivity and provide take-home instructional strategies and resources.

Strategy's Expected Result/Impact: Parents connect with school staff and collaborate to foster high levels of learning.

Staff Responsible for Monitoring: Admin, Teachers and Parents

Funding Sources: 199 - General Funds,

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Thomas Haley Elementary School

Total SCE Funds: $31,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funds are used to help close the gap in our K-5th grade classes.

Personnel for Thomas Haley Elementary School

Name	Position	FTE
Cammie Caldwell	Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Damaris Alvarado	Paraprofessional		1
Elisabeth Mallory	Interventionist		1
Krystal Nelson	Academic Specialist		1
Valery Monahan	Interventionist		1

Irving Independent School District

Townley Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

1033

Generated by Plan4Learning.com
October 09, 2026 at 09:27 AM

Mission Statement

At Townley, we ensure that all Torchlighters will learn and grow.

Vision

Torchlighters will shine brighter one day at a time.

Value Statement

We value:

- Relationships
- Kindness & Gratitude
- Empathy
- Perseverance & Growth
- Respectfulness
- Responsibility
- A positive, learning environment

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 14

Perceptions 18

Priority Problem Statements 21

Data Documentation for CNA 26

Improvement Planning Data 27

Accountability Data 27

Student Data: Assessments 27

Student Data: Student Groups 28

Student Data: Behavior and Other Indicators 28

Employee Data 28

Parent/Community Data 29

Support Systems and Other Data 29

Goals 30

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 31

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 57

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 63

State Compensatory Education 65

Budget for Townley Elementary School 66

Title I Summary 67

Title I 68

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 68

1.1 Description of CNA Process 68

1.2 Location for Evidence of Multiple Meetings Held 68

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 68

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 68

2.2 Stakeholders 1114(b)(2) 68

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 68

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 68

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 68

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 68

Title I Personnel 69

Comprehensive Needs Assessment

Demographics

Summary

- Townley Elementary serves 725 students in grades PK–5, reflecting steady enrollment growth from prior years. The campus is located in a predominantly Hispanic/Latino community, with 88.29% of students identifying as Hispanic, followed by 6.61% White, 3.86% African American, and less than 1% Asian, American Indian, or Pacific Islander. The student body is evenly split by gender (50% female, 50% male). Special populations represent a significant portion of the school: 97.4% economically disadvantaged, 53% Emergent Bilingual/LEP, and 18.6% special education. Attendance averages 94–96% each six weeks with an end of year result of 95.1%, slightly below the state's 97% goal. Student mobility is low, with only 1.8% transferring to another district campus during the year, demonstrating relative stability within the school community. the percent of students at Townley who are identified as 504 is at 3.72 %. Currently there are 1.1% students identified as Homeless and
- Townley offers one-way dual-language PK programs in English and Spanish, monitored through Circle Progress Monitoring. Students in grades K–5 participate in district curriculum with support from Amplify, guided reading, and targeted interventions. A significant number of students are supported in special education services and bilingual/ESL programs. While CCMR and advanced coursework enrollment are not applicable at the elementary level, Townley emphasizes early literacy, numeracy, and social-emotional development as the foundation for future academic success.
- Townley has been identified as Additional Targeted Support and Improvement (ATSI) for students who have been continuously enrolled. Townley is also identified as a Targeted Support and Improvement (TSI) in the areas of Hispanic, Emergent Bilingual, and Economically Disadvantaged student populations.

- In 2025-26, Townley reported 92 student infractions, with disciplinary events peaking in February 2026 (22 referrals). The number of referrals for the 25-26 school year has decreased significantly from the previous year. Hispanic students, who represent the majority enrollment, accounted for most infractions, but disproportionately African American students (3.2% of enrollment) represented 4.5% of infractions, and White students (9.6% of enrollment) accounted for 11.9% of infractions. Campus leaders have identified behavior management, SEL supports, and equitable discipline practices as areas of focus to ensure a safe and positive learning environment.

- The teaching staff at Townley includes both novice and experienced educators, with ongoing support through professional development in guided reading, academic vocabulary, and Bluebonnet curriculum implementation. The teacher-to-student ratio is approximately, 1:18 ensuring manageable class sizes for core instruction. Teacher recruitment and retention remain district priorities, with an emphasis on developing bilingual and special education instructional expertise to meet the needs of the diverse student body.

- Townley Elementary continues to grow as a diverse, bilingual learning community. The school benefits from strong family engagement, with families deeply invested in their children's academic success. Strengths include early literacy development, consistent enrollment, and dedicated staff, while challenges include improving math and science performance for English Learners. The campus remains committed to its mission: ensuring that all "Torchlighters" learn and grow through a safe, supportive, and academically rigorous environment.

- 87% of Townley teachers are currently state certified. The other 13% are in the process of gaining their certification through an alternative certification process. The teacher retention rate for Townley decreased from 78% to 75%.
- Parent Involvement and volunteering opportunities have increased through activities like All Pro Dad, Book Fairs, PTA, Career Day, and Parenting Classes, English and Spanish classes, the number of campus volunteers. Additional parent classes, like coffee with counselors, meeting with a campus resource

officer, and additional parent resources are being provided for the 26-27 school year as well as opportunities to volunteer on campus.
- Parents and staff have been given opportunities to provide feedback including campus strengths and areas to target, as well as safety concerns. Families provided feedback on revising the parent compact and family engagement policy for the campus, parent survey, and other parent meetings like coffee with counselors/parents' cafe. Also, All Pro Dad will continue with adjusting their meetings based on input from family feedback and attendance with events from the 25-26 school year. Meetings for the 26-27 school year will be in conjunction with PTA activities in the early evening.

Strengths

Utilizing data from 2025-2026, the following show as Townley Elementary's Demographic Strengths.

1. Diverse, Stable Student Community
    - Enrollment grew to 725 students, with strong community trust in Townley programs. Townley is currently 2 students away from projections that were set before the opening of the 2026-2027 school year.
    - Student mobility is low (1.1% transferred to another district campus), showing stability.
2. Bilingual & Early Childhood Programs
    - Strong PK bilingual and English programs monitored with Circle assessments in social emotional components.
    - Students in PK benefit from early literacy and numeracy supports, laying a foundation for STAAR readiness.
3. Student Engagement and Attendance
    - Average attendance rates of 94–96%, consistent across grade levels.
    - 1st, 3rd, 4th and 5th grades show especially strong daily attendance (>95%).
4. Instructional Staff Commitment
    - Teachers actively participate in PLTs district and campus professional development.
    - Instructional support staff are engaged in small group instruction and literacy and math interventions.
5. Equity in Enrollment & Access
    - Nearly half of students are Emergent Bilinguals (55%), and the campus has embraced dual-language learning to support linguistic diversity.
    - Special education services serve 20.54% of the population, showing commitment to inclusive education.
    - Students identified as Gifted and Talented are at 17.49% (1-5 grade at the beginning of the year).
6. Family and Community Engagement
    - Families are deeply invested in student success, reflected in the Torchlighter vision that emphasizes kindness, perseverance, and responsibility.
    - Strong cultural and linguistic alignment between school and community helps build trust and participation.
7. Student Behavior – Majority Positive
    - The number of disciplinary infractions from 25-26 went down to 17 infractions where the previous school year had 34.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/ families.
2 ★	In the 2025-26 school year, the number of student infractions for discipline dropped from 53 to 30. The number of students responsible for the infractions in 2025-2026 was 17 students. 13 of the infractions was committed by male students. 11 of the infractions were done by students coded as Special Education.	Inconsistent implementation of SEL practices, behavior interventions, and culturally responsive discipline strategies. Gen ed teachers need additional supports for those students who disrupt instruction.
3 ★	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
4 ★	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.
5 ★	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.

★ = Priority

Student Learning

Summary

Spring 2026 data show that Townley made progress in student achievement, with an overall STAAR Domain 1 score of 36 (D). Across all tested areas, 60% of students performed at Approaches or above, 36% at Meets or above, and 13% at Masters. Reading was the strongest area, with 69% Approaches, 43% Meets, and 17% Masters. Math remained the greatest area of need, with 54% Approaches, 32% Meets, and 9% Masters, while Science results were 56% Approaches, 33% Meets, and 11% Masters.

Within Domain 3 for State Accountability: Hispanic, Emergent Bilingual and Economically Disadvantaged student subgroups were assigned as Targeted Support and Improvement due to Academic Achievement Status: Mathematics, Academic Growth Status: Math and Student Success (Student Achievement Domain Score) . Students in the group identified as Continuous Learners were identified as Additional Targeted Support and Improvement. These areas include: Academic Achievement Status: Reading, Academic Achievement Status: Mathematics, Academic Growth Status: Math, and Student Success (Student Achievement Domain Score). This is the first year Townley has been identified Additional Targeted Support.

Students who participated in TELPAS, Townley's data showed the 69.5% progressed 1 level and 21.99% progressed 2 levels.

Townley has 121 students who are identified as HB1416 (didn't pass either reading or math in 3rd or 4th grade in Spring of 2026). This is approximately 28% of students in 4th and 5th grade for the 2026-27 school year.

MAP data provided additional insight into student readiness and growth. For Reading, MAP projections showed 69% of students projected to reach Approaches, 42% Meets, and 17% Masters on STAAR. Math projections were similar, with 69% projected Approaches, 41% Meets, and 17% Masters. These results suggest that strengthening the connection between MAP data, daily instruction, and targeted intervention is an important opportunity for the campus.

Looking at the MAP data for the beginning of the 2026-2027 school year, the current status of the campus is as follows:

Reading	All Students	African American	Hispanic	High Focus	EB/EL (Current & Monitored)	Eco Dis	SPED (Current)	Continuous Enrollment
% at Approaches or above	70	70	69	67	62	66	53	71
% at Meets or Above	38	35	37	35	31	35	16	39
% at Masters or Above	15	6	14	13	14	12	4	16

Math	All Students	African American	Hispanic	High Focus	EB/EL (Current & Monitored)	Eco Dis	SPED (Current)	Continuous Enrollment
% at Approaches or above	71	64	73	70	74	68	40	75
% at Meets or Above	32	35	31	29	31	28	14	40
% at Masters or Above	10	6	10	9	11	8	4	13

Science	All Students	African American	Hispanic	High Focus	EB/EL (Current & Monitored)	Eco Dis	SPED (Current)	Continuous Enrollment
% at Approaches or above	62	50	66	58	56	62	38	63
% at Meets or Above	19	0	20	14	13	19	0	21
% at Masters or Above	7	0	7	4	3	4	0	6

Strengths

1. Teachers are more aware of the accountability system.
    - The campus has begun using data to prompt deeper conversations about instructional planning, student ownership, and academic discourse.
    - The data provide identifiable opportunities for teachers to strategically address gaps through daily planning and instructional response.
    - MAP data showed strong projected performance at the Approaches level in both Reading and Math.
2. Teachers use small-group instruction, success criteria, and PLT planning to target academic gaps.
3. Reading Growth
    - Reading was the strongest STAAR content area, with 43% of students achieving Meets and 17% Masters.
    - Strong instructional focus on academic vocabulary and guided reading has contributed to consistent reading growth across grades.

4. Early Childhood Literacy & Numeracy

- Pre-K students made steady progress in letter naming, vocabulary, and writing through Circle Progress Monitoring, both in English and Spanish.
- Early literacy foundations are being effectively built in both monolingual and bilingual settings.

- 5. Emergent Bilingual Progress

- TELPAS data shows that most EB students are progressing annually in language acquisition, moving steadily toward Advanced High.
- Supports such as Imagine Español and My Reading Academy are being utilized consistently to accelerate growth.

- 6. Student Engagement & Teacher Practice

- Implementation of guided reading, academic vocabulary strategies, and Bluebonnet curriculum supports consistent Tier 1 instruction.
- Teachers use small-group instruction, success criteria, and PLT planning to target academic gaps.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
2 ★	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.
3 ★	Only 33% of students scored Meets or above on STAAR Science (5th grade) in 2026.	Students struggle with connecting hands-on experiments with questions from state assessments and connecting the previous learning. Students continue to need the hands-on investigations, additional supports to learn science vocabulary and use accurately, and need additional integration of science literacy strategies including writing with explaining science reasoning.
4 ★	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

5 ★	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.
6 ★	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.
7 ★	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions
8 ★	End of year 25-26 Pre-K student CIRCLE data shows 68% of students are on track for math (overall measure).	All students, both monolingual and bilingual, are taught math in English for PreK-5. Students are struggling with new vocabulary or terminology in a content that may not necessarily be reinforced at home.
9 ★	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.

10 ★	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

★ = Priority

School Processes & Programs

Summary

Townley Elementary implemented a variety of instructional, intervention, professional learning, student support, attendance, behavior, and family engagement processes during the 2025–2026 school year. The campus used district-aligned curriculum, PLTs, coaching, learning walks, small-group instruction, intervention programs, and data monitoring to support student learning.

Instructional improvement efforts focused on lesson internalization, guided reading, academic vocabulary, numeracy, small-group instruction, and high-yield instructional practices. The coaching model made significant progress, and the campus recommended continuing coaching while providing targeted support to individual teachers and content areas. However, inconsistent Tier 1 instruction remained a concern, particularly in guided reading, differentiation, intervention, and implementation of Amplify.
The campus provided targeted interventions through small-group instruction, AMIRA, ST Math, tutoring, and RTI. Mathematics remained a focus, and the 3rd–5th grade MAP growth objective was exceeded. However, the RTI process remained inconsistent, with teachers needing additional support in interpreting data, identifying reteach needs, and determining next steps for individual students.

Supports for Emergent Bilingual students included Amira, bilingual strategies, language accommodations through LPAC, and specialized services. Special Education students have received supports through online programs like iReady.

The needs assessment identified inconsistent integration of EB supports into Tier 1 instruction and inconsistencies in aligning Special Education accommodations with grade-level TEKS.

Student support systems included RISE, restorative practices, counseling lessons, conflict resolution, and classroom management supports. Attendance processes included monitoring absences, parent communication, warning letters, and incentives. While these systems were in place, behavior consistency, chronic absenteeism, and family follow-up remained areas for improvement. Attendance averaged approximately 94–96%, below the state's 97% target. Additional safety topics are discussed with classroom lessons to encourage students if they see something to say something. Drills are conducted throughout the school year and feedback is provided to campus and specific feedback to team leads to share with their teammates. Counselors also support students with looking to their future and thinking about College and Career goals with their lessons, dress week for College/Career Readiness, and host a Career Day.

The campus also maintained GT identification and placement processes and family engagement opportunities. The GT placement and Seal of Excellence objectives were met, with recommendations to continue district-aligned GT practices and expand Parent Center and family engagement opportunities.

Overall, the 2025–2026 summative review shows that Townley has established important systems to support student success. The primary need for 2026–2027 is to increase consistency, alignment, and follow-through in Tier 1 instruction, RTI, differentiation, language and Special Education supports, behavior, and attendance so that existing systems result in stronger and more consistent student outcomes.

With regards to campus recruitment, a few staff members have transitioned from paraprofessionals to classroom teachers. Additional teachers who are new to Townley were recruited from different job fair events including those sponsored by the district and through UTA. Current teachers participated in the recruitment process as we searched for new colleagues on their grade level. The districts staff retention rate for the 25-26 school year was 65.3% and Townley's teacher retention rate was 80%.

Strengths

1. Instructional Planning & Fidelity
    - Consistent use of district curriculum, guided reading, and Amira to support Tier 1 instruction.
    - Teachers actively engage in PLT planning and professional development, ensuring alignment across grade levels.

- Coaching and professional learning made significant progress and provided ongoing support to teachers.

2. Bilingual & Early Literacy Programs
    - Dual-language PK programs (English & Spanish) monitored through Circle assessments.
    - Use of Amira supports language development and Beanstack with tracking the amount of reading students participated in daily.
3. Data-Driven Practices
    - Teachers use student data trackers, MAP, Circle, and STAAR results to guide small-group instruction.
    - Evidence of growth in reading and PK early literacy confirms effective data use.
    - The 3rd–5th grade Math MAP growth objective was exceeded.
4. Supportive Staff Culture
    - Teachers and paraprofessionals work collaboratively in PLTs.
    - Instructional staff receive consistent coaching and support from campus/district specialists.
5. Family & Community Engagement
    - Strong “Torchlighter” culture emphasizes relationships, kindness, and responsibility, aligning with community values.
    - Generations of families who have come through Townley. Families take pride in being a part of the Torchlighter Community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistent Tier 1 Instruction in core contents, especially with building in supports for Emergent Bilingual and Special Education students.	Variability in teacher experience and depth of training with Bluebonnet curriculum, guided reading, and small-group strategies. Novice teachers need more support with differentiation for Emergent Bilingual and Special Education learners.
2 ★	Discipline and behavior supports are inconsistent within 2nd grade monolingual classrooms which resulted in a higher number of referrals.	SEL strategies and behavior intervention systems are inconsistently implemented with monolingual classes in 2nd grade. A small group of repeat offenders drives high infraction and suspension counts.
3 ★	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
4 ★	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/ families.
5 ★	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.

6 ★	In the 2025-26 school year, the number of student infractions for discipline dropped from 53 to 30. The number of students responsible for the infractions in 2025-2026 was 17 students. 13 of the infractions was committed by male students. 11 of the infractions were done by students coded as Special Education.	Inconsistent implementation of SEL practices, behavior interventions, and culturally responsive discipline strategies. Gen ed teachers need additional supports for those students who disrupt instruction.
7 ★	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
8 ★	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
9 ★	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

★ = Priority

Perceptions

Summary

Torchlighter culture built around kindness, perseverance, responsibility, and positive relationships. Families demonstrate investment in their children's education, particularly through bilingual programs, literacy initiatives, and family engagement opportunities. Staff members demonstrate commitment to students and collaborate through PLTs, professional learning, and campus initiatives.

At the same time, stakeholder feedback identifies opportunities to strengthen communication and consistency. Some families want additional guidance on how to support learning at home, particularly as instructional approaches in mathematics have changed. Attendance remains below the state target, and discipline data indicate concerns related to consistency, school climate, and disproportionately. Overall, perceptions reflect a campus with strong relationships and commitment to students, while needing more consistent communication, family support, and implementation of positive behavior systems. Parent involvement has included participating in PTA, All Pro Dad events, being a greeter for High Five Fridays, serving on CIC, supporting the district with Go Irving and volunteering and volunteering at Townley. Townley's Parent Center was acknowledged for it's high parent recruitment and engagement with supporting the campus in the 25-26 school year.

Attendance Rates for 2025-2026 were as follows:

	All	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Races
Cumulative	95.1	95.2	-	93.8	93.5	95.3	95.6	89.9

Staff Absences were a special nuance this past year with wellness days added in. Staff had 2 additional wellness days granted to them in the fall and the spring. Days were capped when absences hit 5 to ensure we had enough supports on campus for classroom coverage and other areas needing adult supervision.

Due to Townley being an elementary campus, there is not a graduation rate.

Strengths

1. Positive School Culture

    - Torchlighter values are well established, promoting respect, kindness, and perseverance among students and staff.

    - Golden Ticket incentive for catching positive behaviors that follow the 3Rs of Townley (Be Respectful; Be Responsible; Be Ready) have students from all grade levels at the weekly check-in turning in Golden Tickets to the Principal's Torch Board.

2. Family and Community Engagement

    - Strong parent investment in bilingual education and literacy programs.

    - Families report trust in teachers and school leadership, as reflected in consistent enrollment growth.

3. Collaborative Staff Culture

    - Teachers actively engage in PLTs, planning, and professional learning.
    - Teachers welcome educators in classrooms for peer walks, modeling lessons, or supporting collection of observation hours.

4. Commitment to Student Success

    - Teachers and staff demonstrate perseverance in addressing student needs, even as enrollment grows.

    - Staff consistently integrate SEL supports and small-group instruction into daily routines.

    - Special Education Teachers supporting classrooms with additional supports to encourage reducing student elo

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.	Families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.
2 ★	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/ families.
3 ★	Discipline and behavior supports are inconsistent within 2nd grade monolingual classrooms which resulted in a higher number of referrals.	SEL strategies and behavior intervention systems are inconsistently implemented with monolingual classes in 2nd grade. A small group of repeat offenders drives high infraction and suspension counts.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
2 ★	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.
3 ★	Only 33% of students scored Meets or above on STAAR Science (5th grade) in 2026.	Students struggle with connecting hands-on experiments with questions from state assessments and connecting the previous learning. Students continue to need the hands-on investigations, additional supports to learn science vocabulary and use accurately, and need additional integration of science literacy strategies including writing with explaining science reasoning.
4 ★	Discipline and behavior supports are inconsistent within 2nd grade monolingual classrooms which resulted in a higher number of referrals.	SEL strategies and behavior intervention systems are inconsistently implemented with monolingual classes in 2nd grade. A small group of repeat offenders drives high infraction and suspension counts.
5 ★	Inconsistent Tier 1 Instruction in core contents, especially with building in supports for Emergent Bilingual and Special Education students.	Variability in teacher experience and depth of training with Bluebonnet curriculum, guided reading, and small-group strategies. Novice teachers need more support with differentiation for Emergent Bilingual and Special Education learners.

6 ★	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.
7 ★	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
8 ★	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.
9 ★	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions
10 ★	Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.	Families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

11	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/ families.
12	In the 2025-26 school year, the number of student infractions for discipline dropped from 53 to 30. The number of students responsible for the infractions in 2025-2026 was 17 students. 13 of the infractions was committed by male students. 11 of the infractions were done by students coded as Special Education.	Inconsistent implementation of SEL practices, behavior interventions, and culturally responsive discipline strategies. Gen ed teachers need additional supports for those students who disrupt instruction.
13	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
14	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
15	End of year 25-26 Pre-K student CIRCLE data shows 68% of students are on track for math (overall measure).	All students, both monolingual and bilingual, are taught math in English for PreK-5. Students are struggling with new vocabulary or terminology in a content that may not necessarily be reinforced at home.
16	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of PK students who are Proficient on Math(overall measures) from 68% to 75% by May 2027. Indicators that were areas to improve on included: rote counting, counting sets, and operations.

Evaluation Data Source: Circle Assessment, Formative Assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Within the mathematics whole group lesson, teachers will incorporate more number stories with heavy modeling, using manipulatives, and vocabulary to connect with the concept and build a stronger foundation. Teachers will post questions and sentence stems to support students with building language during the mathematics instructional block. This will help our students who are struggling with speaking mathematically in English, including but not limited to EB/EL and Special Education students.

Strategy's Expected Result/Impact: Establish common language and consistent practices around Tier I instructional planning and delivery with PreK classrooms. By consistently using number stories with teacher modeling, students will become more familiar with number stories and mathematical vocabulary. Stems will support students with speaking in complete sentences.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 7, 8

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions
8	End of year 25-26 Pre-K student CIRCLE data shows 68% of students are on track for math (overall measure).	All students, both monolingual and bilingual, are taught math in English for PreK-5. Students are struggling with new vocabulary or terminology in a content that may not necessarily be reinforced at home.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of growth of students in Rapid Letter on Circle in English from 70% to 80% by May 2027.

Evaluation Data Source: Circle Assessment

Strategy 1 ☑ Targeted Support Strategy

PreK teachers will use presentations or scattering of letters and ask students to name the letter or find the letter when given a collection. This is laying the foundation for students who are starting their schooling career. Those with another language spoken at home will benefit from additional practices and supports with working in a small group to identify the letter and eventually sounds.

Strategy's Expected Result/Impact: Students will become familiar with letters that are randomized. Students will also be able to connect the letters to the specific sounds they make. This is laying the foundation for reading.

Staff Responsible for Monitoring: PreK teachers

Problem Statements: Student Learning 1, 6 - School Processes & Programs 1, 5, 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
6	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Tier 1 Instruction in core contents, especially with building in supports for Emergent Bilingual and Special Education students.	Variability in teacher experience and depth of training with Bluebonnet curriculum, guided reading, and small-group strategies. Novice teachers need more support with differentiation for Emergent Bilingual and Special Education learners.

5	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
9	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 43% to 53% by May 2027.

Increase the percentage of African American/Black students scoring at meets or above from 45% to 46% by May 2027.

Increase the percentage of Hispanic students scoring at meets or above from 41% to 47% by May 2027.

Increase the percentage of Economic Disadvantaged students scoring at meets or above from 41% to 46% by May 2027.

Increase the percentage of EB/EL students scoring at meets or above from 40% to 48% by May 2027.

Increase the percentage of Continuous Enrolled students scoring at meets or above from 45% to 48% by May 2027.

Evaluation Data Source: STAAR Reading Test

Strategy 1

Establish and communicate clear learning targets aligned to grade-level TEKS and the essential knowledge/skills for each lesson or learning cycle. Require teachers to unpack learning targets during planning by identifying what students must know and be able to demonstrate, anticipated misconceptions, and the evidence that will demonstrate mastery. Guide students to communicate what their learning target is specifically asking them to know and show. This will encourage additional academic conversations and students taking ownership of their learning.

Strategy's Expected Result/Impact: Fostering opportunities for reading will create content connections and increase student vocabulary. All teachers will focus on developing academic vocabulary skills in context to facilitate student understanding of academic vocabulary by incorporating instructional strategies gained from K-12 Instructional Playbook. This is building off of last year's experiences and supporting students who are our continuous enrolled.

Increase the number of students making growth and consistently meeting standard on priority TEKS. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education.

Establish common language and consistent practices around Tier I instructional planning, instruction, and intervention.. By consistently using data to drive and plan instruction, teachers will be empowered to make decisions based on individual student need. Students will be active participants in goal setting, self-assessment, and progress monitoring throughout the lesson cycle.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 4, 10 - School Processes & Programs 1, 3, 5, 8

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy

We will leverage small groups as a high yield instructional strategy to meet the individual needs of students. Small group instruction, during both the PLT and Purposeful Planning Days, student goals, and intervention will be intentionally planned based on the needs of the student and end of year expectations. Student instruction and intervention progress will be tracked longitudinally to monitor growth and achievement over time. These systems for progress monitoring will be used to inform small group arrangements and planning.

Strategy's Expected Result/Impact: Teachers will have a clear picture of student growth progress and proficiency. Targeted intervention will be provided for students identified as needing support (Tier 2, Tier 3, Special Education). Campus, district, and state assessment data will reflect student growth and improvement in student achievement, specifically in the Special Education student group. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Students who are EB/EL will also have specific language goals to track their skills that will support growth with TELPAS testing.

Staff Responsible for Monitoring: Campus Admin, Academic Specialist, Interventionist, Teachers

Problem Statements: Demographics 5 - Student Learning 4, 5, 6 - School Processes & Programs 8, 9

Funding Sources: Reading Interventionist 211 - Title I-A, $70,000

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

We will support teachers with improving their understanding of the rubric of Extended Constructed Responses by providing additional professional development and opportunities to evaluate student responses. Teachers will deconstruct the writing rubric within PLT and then model the same process for their students. Teachers will model the ECR process and students will use this guide to support their individual writing with a separate prompt. Writable will be a resource that teachers can use to support students with their writing process and teachers can provide specific and timely feedback.

Strategy's Expected Result/Impact: Increase the number of students making growth and consistently meeting standards on priority TEKS connected with writing. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education and Emergent Bilingual Students. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Students who have been enrolled at Townley through multiple years (Continuous Enrolled) will have a vertical alignment with same linguist and planning piece for their extended constructed responses.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Student Learning 4, 6, 10 - School Processes & Programs 3, 8, 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
4	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.
6	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

10	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Tier 1 Instruction in core contents, especially with building in supports for Emergent Bilingual and Special Education students.	Variability in teacher experience and depth of training with Bluebonnet curriculum, guided reading, and small-group strategies. Novice teachers need more support with differentiation for Emergent Bilingual and Special Education learners.
3	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
5	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
8	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

9	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 58% by May 2027.

Increase the percentage of Hispanic students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 49% to 58% by May 2027.

Increase the percentage of Economic Disadvantaged students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 48% to 58% by May 2027.

Increase the percentage of EB/EL students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 45% to 56% by May 2027.

Increase the percentage of Continuous Enrolled students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 53% to 62% by May 2027.

Evaluation Data Source: Reading MAP data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Establish and communicate clear learning targets aligned to grade-level TEKS and the essential knowledge/skills for each lesson or learning cycle. Require teachers to unpack learning targets during planning by identifying what students must know and be able to demonstrate, anticipated misconceptions, and the evidence that will demonstrate mastery. Guide students to communicate what their learning target is specifically asking them to know and show. This will encourage additional academic conversations and students taking ownership of their learning.

Strategy's Expected Result/Impact: Fostering opportunities for reading will create content connections and increase student vocabulary. All teachers will focus on developing academic vocabulary skills in context to facilitate student understanding of academic vocabulary by incorporating instructional strategies gained from K-12 Instructional Playbook. This is building off of last year's experiences and supporting students who are our continuous enrolled.

Increase the number of students making growth and consistently meeting standard on priority TEKS. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education.

Establish common language and consistent practices around Tier I instructional planning, instruction, and intervention.. By consistently using data to drive and plan instruction, teachers will be empowered to make decisions based on individual student need. Students will be active participants in goal setting, self-assessment, and progress monitoring throughout the lesson cycle.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Student Learning 1, 4, 9, 10 - School Processes & Programs 1, 3, 5, 8

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
4	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
9	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.

10	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent Tier 1 Instruction in core contents, especially with building in supports for Emergent Bilingual and Special Education students.	Variability in teacher experience and depth of training with Bluebonnet curriculum, guided reading, and small-group strategies. Novice teachers need more support with differentiation for Emergent Bilingual and Special Education learners.
3	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
5	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
8	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 40% by May 2027.

Increase the percentage of African American/Black students scoring at meets or above from 36% to 40% by May 2027.

Increase the percentage of Hispanic students scoring at meets or above from 31% to 46% by May 2027.

Increase the percentage of Economical Disadvantaged students scoring at meets or above from 31% to 40% by May 2027.

Increase the percentage of EB/EL students scoring at meets or above from 32% to 40% by May 2027.

Increase the percentage of Continuous Enrolled students scoring at meets or above from 34% to 51% by May 2027.

Evaluation Data Source: STAAR Math

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize campus tutor and math interventionist for mathematics instruction to continue to close gaps, build numeracy skills, and tackle word problems that align with what students will see on the STAAR test in Spring of 2027. The focus on this group will include screen to scratch and Read, Draw Write to create visuals to support solving the math word problems. Students who have been continuously enrolled at Townley will be considered a priority for joining these small groups for additional mathematics support.

Strategy's Expected Result/Impact: Students will be able to tackle word problem and use their knowledge of reading comprehension and apply with mathematical content. Students will have a visual created to support their solving the word problem. Students will be able to continue to build on this skill as it will be vertically aligned through K-5.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Demographics 4 - Student Learning 2, 10 - School Processes & Programs 3

Funding Sources: Campus Tutor 211 - Title I-A, $20,000, Math interventionist 211 - Title I-A, $70,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Incorporate literacy skills while tackling mathematical word problems to support learners with

being able to comprehend what to do before completing the computation. Students will use the screen to scratch and Read, Draw Write (RDW) methods to create models of their mathematical thinking in order to solve word problems. This will support learners who are EB/EL and receiving special education services. Also those students who are identified as economical disadvantage will have additional opportunities to experiment with math vocabulary and ideas that they may not have the same opportunities to do so at home. The RDW and screen to scratch are vertically aligned so those who have been continuously enrolled, will have multiple years of experience with the same concepts but have the magnitude of the numbers change.

Strategy's Expected Result/Impact: Students will be able to create elements of text features to allow students to comprehend the situation of the problem presented. These visuals will be able to communicate students problem solving process and reveal mathematical misconceptions.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Demographics 3, 4 - Student Learning 2, 4, 7, 9 - School Processes & Programs 7, 8

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
4	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.
4	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
7	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions
9	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.

10	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
7	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
8	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

Performance Objective 6 ☑ High Priority

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 28% to 40% by May 2027.

Increase the percentage of African American/ Black students scoring at meets or above from 33% to 40% by May 2027.

Increase the percentage of Hispanic students scoring at meets or above from 25% to 40% by May 2027.

Increase the percentage of Economically Disadvantaged students scoring at meets or above from 26% to 40% by May 2027.

Increase the percentage of EB/EL students scoring at meets or above from 15% to 24% by May 2027.

Increase the percentage of Continuous Enrolled students scoring at meets or above from 29% to 41% by May 2027.

Evaluation Data Source: STAAR Science

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1. Students will become stronger communicators as they discuss peer to peer and then through their short constructive responses. Sentence stems and writing stems will be provided to help those with an EB/EL background and those who are receiving SPED services and may need content language supports with higher level vocabulary.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including: K-12 Instructional Playbook, incorporating more writing activities. Students will become stronger communicators as they discuss peer to peer and then through their short constructive responses.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Demographics 5 - Student Learning 3, 5, 9

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Only 33% of students scored Meets or above on STAAR Science (5th grade) in 2026.	Students struggle with connecting hands-on experiments with questions from state assessments and connecting the previous learning. Students continue to need the hands-on investigations, additional supports to learn science vocabulary and use accurately, and need additional integration of science literacy strategies including writing with explaining science reasoning.
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.
9	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.

Performance Objective 7 ☑ High Priority

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Math MAP Growth from 50% to 65% by May 2027.

Increase the percentage of Hispanic students who Meet or Exceed expected growth on Math MAP Growth from 51% to 65% by May 2027.

Increase the percentage of Economically Disadvantaged students who Meet or Exceed expected growth on Math MAP Growth from 50% to 60% by May 2027.

Increase the percentage of EB/EL students who Meet or Exceed expected growth on Math MAP Growth from 52% to 64% by May 2027.

Increase the percentage of Continuous Enrolled students who Meet or Exceed expected growth on Math MAP Growth from 51% to 65% by May 2027.

Evaluation Data Source: MAP Math

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Building numeracy skills through number talks and math fluency drills and daily routines while working with classroom teacher, interventionist or campus tutor. Students who have been continuously enrolled will be familiar with the structure of the fluency drills and their numeracy skills will grown to support future endeavors of solving word problems. Students will also be able to speak about how they can be flexible with working with numbers to determine reasonableness within different mathematical problem situations. Students who are receiving special education services and those who are EB/EL students, can benefit from sentence stems for students to explain their thinking during the fluency tasks.

Strategy's Expected Result/Impact: Spiraling skills to reinforce students mastering math facts will allow students to have an easier cognitive lift. Students will become accurate with their mathematical computations and be able to identify patterns within fluency skills. Students will track their math sprints to monitor their progress and growth. Sprints are provided on the math curriculum for students in K-5.

Staff Responsible for Monitoring: teachers

Problem Statements: Demographics 4 - Student Learning 2, 4, 7 - School Processes & Programs 8

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Incorporate literacy skills while tackling mathematical word problems to support learners with being able to comprehend what to do before completing the computation. Students will use the screen to scratch and Read, Draw Write (RDW) methods to create models of their mathematical thinking in order to solve word problems. This will support learners who are EB/EL and receiving special education services. Also those students who are identified as economical disadvantage will have additional opportunities to experiment with math vocabulary and ideas that they may not have the same opportunities to do so at home. The RDW and screen to scratch are vertically aligned so those who have been continuously enrolled, will have multiple years of experience with the same concepts but have the magnitude of the numbers change.

Strategy's Expected Result/Impact: Students will be able to create elements of text features to allow students to comprehend the situation of the problem presented. These visuals will be able to communicate students problem solving process and reveal mathematical misconceptions. This can help with families learning a new way to solve math word problems or traditional algorithms.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: Demographics 4 - Student Learning 2, 4, 6, 7, 9, 10 - School Processes & Programs 3, 8, 9 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.

4	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
6	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.
7	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions
9	Students need more consistent opportunities to take ownership of their learning and engage in academic conversations.	Academic discourse, student explanation of thinking, and intentional opportunities for students to monitor and communicate their learning are not yet consistently embedded in daily instruction. The campus Data Dig specifically identified student ownership and academic conversations as areas for instructional reflection.
10	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
8	Special Education students are under performing in both Reading and Math compared to peers, with Meets levels significantly below campus averages (exact subgroup disaggregation not provided, but aligned with MAP/STAAR gaps).	Instructional accommodations and Tier 1 strategies are inconsistently applied, and intervention is not always aligned to grade-level TEKS. There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
9	The Response to Intervention (RTI) process has not been consistent.	Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan and what resources to use with those in the small group.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.	Families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by 1 level from 41% to 45% by May 2027.

Evaluation Data Source: TELPAS, Amira resources

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

We will provide intentional, language-rich instruction across all content areas to accelerate English language development for Emergent Bilingual students. Teachers will use TELPAS proficiency levels and ongoing language-progress data to identify individual student language needs and intentionally plan opportunities for students to listen, speak, read, and write at the next level of language proficiency. Small-group instruction, academic discourse, vocabulary development, and scaffolded grade-level tasks will be used to support students in progressing at least one TELPAS proficiency level. Students who have participated in the bilingual program for multiple years will become more familiar with this program.

Strategy's Expected Result/Impact: Students will grow on their TELPAS proficiency level for listening, speaking, reading and writing. EB/EL learners will become more familiar with different aspects of literacy and language acquisition as they use Amira weekly and track their progress.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 3, 5 - Student Learning 5 - School Processes & Programs 7

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Many Emergent Bilingual students remain at Intermediate/Advanced TELPAS levels rather than progressing to Advanced High, limiting STAAR readiness.	There is a need for accelerated academic language development in content areas; students have had limited oral language engagement and writing practice opportunities within class.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.

Performance Objective 9

Students will be appropriately placed in the correct class according to Eschool, specifically GT students.

Evaluation Data Source: REG reports 3115, 1101, and 3101 based on the cluster grouping model

Strategy 1

Students will be evaluated for the Gifted and Talented Program throughout the school year. Once they qualify, students will receive additional supports and additional enrichment opportunities and projects will be showcased to families.

Strategy's Expected Result/Impact: Students will be pulled throughout the week for additional small group enrichment opportunities, including but not limited to robotics and coding projects.

Staff Responsible for Monitoring: Counselors, GT Lead teacher, Campus Admin

Problem Statements: Demographics 4 - Student Learning 1, 2, 3 - School Processes & Programs 5

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Those in 5th grade GT will receive an additional small group session from the GT teacher. This will support the students with added enrichment and stem to connect the mathematics they are learning to real world experiences. Those who have been in the GT program for multiple years will receive a different type of small group enrichment leraning.

Strategy's Expected Result/Impact: More of the students who are identified as GT will increase their level of mastery on the 5th grade STAAR assessment. Students will be challenged to express their new learning and connect to additional real world applications. Students will be able to write about their experiences and the mathematical process.

Staff Responsible for Monitoring: GT teacher

Problem Statements: Student Learning 7, 10 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.
2	Only 32% of students scored Meets or above on STAAR Math grades 3-5 in 2026. The campus is tagged for Targeted Support with accountability include: Hispanic, Emergent Bilingual, and Economically Disadvantaged. Student who are identified as Continuously Enrolled have been identified as Additional Targeted Support for Improvement. This is the first year the campus has been tagged as ATSI.	Students are showing strength with being readers, but students are struggling with connecting what they have read to how to solve mathematical problems. The comprehension of word problems is an area where the campus is showing a need. Vocabulary and creating graphic organizers are areas of weaknesses.
3	Only 33% of students scored Meets or above on STAAR Science (5th grade) in 2026.	Students struggle with connecting hands-on experiments with questions from state assessments and connecting the previous learning. Students continue to need the hands-on investigations, additional supports to learn science vocabulary and use accurately, and need additional integration of science literacy strategies including writing with explaining science reasoning.
7	Teachers needs support understanding how to scaffold math instruction.	Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development. Our math intervention systems need to be refined to target numeracy skills, mathematical conceptions

10	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students identified as continuous enrolled learners are underperforming on STAAR assessments. This group has been identified as Additional Targeted Support and Improvement. Students in the sub-categories of Hispanic, Economically disadvantaged students, Emergent Bilingual students.	Changes in curriculum and additional online supports and the bilingual model have caused inconsistency with Tier 1 and small group instruction.
5	Only 43% of students scored Meets or above on STAAR Reading grades 3-5 in 2026.	Inconsistent Tier 1 implementation of reading strategies, limited opportunities for students to engage in extended writing, and gaps in academic vocabulary for Emergent Bilingual students. Special Education students are not exposed to connections to their instructional learning levels to current grade level content where they will ultimately be assessed by the state.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent (students with an attendance rate of under 90%) from 16 % to 10 % by May 2027.

Decrease the number and percentage of Hispanic students with chronic absenteeism from 15% to 10% by May 2027.

Evaluation Data Source: Attendance reports from Chronos

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Phone calls will be made by the teacher, administrator, or attendance clerk for students with 3 or more absences per six weeks. Students with chronic attendance issues will be issued warning letters with updates on their number of absences. Students will be required to have a doctor's note for more than 3 consecutive days of missing school. Students with chronic absences will be apart of the "Rise and Shine Club" where they have morning meetings with counselors.

Strategy's Expected Result/Impact: Improvement of attendance can lead to to improvement of classroom performance due to fewer missed educational experiences. Monitoring students absences and having more conversations with parents about the effects of chronic absenteeism, can not only support closing the learning gap from missing days of instruction, but help students with building their own resiliency when things get hard/challenging. Students who are continuously enrolled are among the top offenders on high number of absences.

Staff Responsible for Monitoring: DP Clerk

Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2

Funding Sources: Positive Attendance Incentives 199 - General Funds, $200

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/families.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/families.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student attendance averages 94-96%, below the state's 97% target.	Chronic absenteeism among a small group of students, often linked to illness, family mobility, or lack of consistent home-school communication. Lack of consistent family follow-up systems for chronic absenteeism; attendance initiatives do not fully address barriers faced by some students/families.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for Hispanic students that are dis-proportionally referred for disciplinary action from 76% to 50% by May 2027.

Decrease the number of discretionary referrals for special education students from 11 referrals to 7 referrals by May 2027.

Evaluation Data Source: Eschool data and ondata suite

Strategy 1 ☑ Results Driven Accountability

1090

Supporting campus through the RISE district PD and specific counseling lessons based on the needs of the grade level. Including different topics of focus each six weeks to incorporate in PLT, faculty meetings, campus PD. Topics can include: restorative practices, peer supports, building a positive classroom environment, and reinforce core values of campus.

Strategy's Expected Result/Impact: Giving teachers additional supports with classroom management and supporting students and behaviors. Students will receive additional techniques for creating a positive classroom environment and monitoring it along with the teacher. Teachers and students can also develop techniques to support behavioral regulation as a classroom community. The number of students receiving golden tickets will increase and we will have more campus winners weekly.

Staff Responsible for Monitoring: Counselors

Problem Statements: Demographics 2 - School Processes & Programs 2, 6 - Perceptions 3

Funding Sources: 199 - General Funds, $500

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Counselors will tailor grade level teach pieces to the needs of the grade and group. Counselors will provide guided lessons including but not limited to: addressing anti-bullying strategies and conflict resolution. Teachers will remain in the classroom to be part of the process with supporting students implementation of the lessons. This will help support the learners with reminders about the lessons between counselor classroom meetings.

Strategy's Expected Result/Impact: The percentage of referrals will decrease for the school year, especially with those in 3rd grade this school year. Students will have more tools to help regulate behaviors. This group is a large number of continuously enrolled learners and identified as receiving special education supports.

Staff Responsible for Monitoring: Counselors

Problem Statements: Demographics 2 - School Processes & Programs 2, 6 - Perceptions 1, 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Campus Professional Development lead by a SPED teacher will be presented to teachers who work with PreK-2nd grade students due to the needs of the students who are on the campus. Teachers will learn how to move students from compliant to engaged within their classrooms. Students who come from economically disadvantaged households may need more behavioral supports with learning how to participate appropriately in the school environment.

Strategy's Expected Result/Impact: Teachers will take training and different student engagement tools including different token systems to help reduce the number of outbursts, classroom disruptions and eloping from class. Number of behavioral referrals will also decrease as teachers use these tools and students become more familiar with classroom structures and routines. Teachers who may not have gone through a traditional teaching program may need additional supports with handling classroom behaviors.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Demographics 2, 3 - School Processes & Programs 2, 6, 7 - Perceptions 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	In the 2025-26 school year, the number of student infractions for discipline dropped from 53 to 30. The number of students responsible for the infractions in 2025-2026 was 17 students. 13 of the infractions was committed by male students. 11 of the infractions were done by students coded as Special Education.	Inconsistent implementation of SEL practices, behavior interventions, and culturally responsive discipline strategies. Gen ed teachers need additional supports for those students who disrupt instruction.

3	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Discipline and behavior supports are inconsistent within 2nd grade monolingual classrooms which resulted in a higher number of referrals.	SEL strategies and behavior intervention systems are inconsistently implemented with monolingual classes in 2nd grade. A small group of repeat offenders drives high infraction and suspension counts.
6	In the 2025-26 school year, the number of student infractions for discipline dropped from 53 to 30. The number of students responsible for the infractions in 2025-2026 was 17 students. 13 of the infractions was committed by male students. 11 of the infractions were done by students coded as Special Education.	Inconsistent implementation of SEL practices, behavior interventions, and culturally responsive discipline strategies. Gen ed teachers need additional supports for those students who disrupt instruction.
7	Teacher recruitment and retention remain ongoing challenges, especially in bilingual education and special education.	High demand for bilingual-certified and special education- certified teachers district-wide; need for additional campus supports to retain novice teachers, especially when supporting students student behaviors.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.	Families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

3	Discipline and behavior supports are inconsistent within 2nd grade monolingual classrooms which resulted in a higher number of referrals.	SEL strategies and behavior intervention systems are inconsistently implemented with monolingual classes in 2nd grade. A small group of repeat offenders drives high infraction and suspension counts.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Campus will receive a status of Diamond in the Seal of Excellence.

Evaluation Data Source: Volunteer sign-ins; surveys; parent classes; family nights

Strategy 1

Increase the number of campus volunteers from last school year from 35 to 45 volunteers in the 26-27 school year. Recruit volunteers to support Townley in various ways including Townley's Parent Center, PTA, High Five Fridays, Campus Improvement Committee and All Pro Dad. Monthly events, including campus family nights linked to content, musical performances, and additional opportunities for parents to become connected will take place on campus and within the district. Communication will be sent via flyers, newsletters, Kinvolve messages to parents.

Strategy's Expected Result/Impact: Community Resources to help connect with families possibly in need and building positive connections with home to school. Monthly activities will be shared with families to encourage involvement with campus and district. Parent sign-ins will be collected to monitor the participation and surveys will be given to collect feedback from the families. Enhancing the parents connection with the campus will create a better line of communication between home and school and can support the students with academic content.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parent Liaison 211 - Title I-A, $30,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Parent Liaison will attend conferences including, 2026 Statewide Parental Involvement Conference and Title I Part A Compliance Academy, and then provide parent meeting sessions to distribute new information to families.

Strategy's Expected Result/Impact: Pamphlets from the workshop; Parent Liaison will implement and continue to work with parents and families as well as share information from the training on statutes and regulations in the Every Student Succeeds Act (ESSA). Parent Liaison will provide families resources. Families will gain insight with how to support students with current topics possibly including, but not limited to: cyberbullying, managing technology, safety response protocol (safety drills), Gifted and Talented Program, 504 program, improving attendance, testing anxiety. Sessions will be sent home via flyer, Kinvolve, newsletter to communicate with families the monthly event.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parental Involvement Conference and Title I Part A Compliance Academy 211 - Title I-A, $100, Supplies to support families within the various workshops 211 - Title I-A, $1,500

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.	Families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

State Compensatory Education

State Compensatory

Budget for Townley Elementary School

Total SCE Funds: $29,460.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The funds for SCE are in general supplies. The amount allotted was not enough to fund an additional instructional paraprofessional to the campus. The funds will be used to provide additional high-quality instructional materials the campus leadership, team leads, and campus improvement committee have discussed and reviewed. One program that was purchased previously in 25-26 through SCE funds was Sirius- focusing on grades 3-5, reading, math and science instruction. Teachers were able to tailor lessons and individual practices to needs of class or student.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Please see Title1Crate for the following documentation.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2 Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Plan will be available on campus website, in front office, parent center, and public library.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Using the data to then reflect and create SMART goals for the 26-27 school year's campus improvement plan. Data has been compared on the TAPR report and information specifically from domain 3 with closing the gaps and connecting with federal accountability. Additional needs with closing gaps with supporting mathematical instruction are a campus focus and reoccurring emphasis within PLT meetings and Data Meetings.

Continuous Learners are a focus group since the campus has been identified as Additional Targeted Support and Improvement. The additional areas that Townley was identified as needing Targeted Support and Improvement included: Hispanic, EB/EL, Economically Disadvantaged.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Deborah Burton	Title I Campus Tutor		
Maria (Lucy) Conde	Parent Liaison		
Melissa Hettish	K-8 Interventionist		
Rebecca Rice	K-8 Interventionist		

Irving Independent School District

Townsell Elementary School

2026-2027 Campus Improvement Plan

1102

Generated by Plan4Learning.com
October 09, 2026 at 09:27 AM

Mission Statement

At Townsell, we will ensure ALL students are provided social and academic suppor to learn at high levels in a safe environment focused on future-readiness.

Vision

We must create equitable learning experiences that empower and inspire ALL learners to be leaders.

Value Statement

Honor the HOWL

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 14

Perceptions 18

Priority Problem Statements 20

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 26

Employee Data 26

Parent/Community Data 27

Support Systems and Other Data 27

Goals 28

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 29

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 42

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 45

State Compensatory Education 47

Budget for Townsell Elementary School 48

Personnel for Townsell Elementary School 48

Title I Summary 49

Title I 50

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 50

1.1 Description of CNA Process 50

1.2 Location for Evidence of Multiple Meetings Held 50

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 50

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 50

2.2 Stakeholders 1114(b)(2) 51

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 51

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 51

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 52

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 52

Comprehensive Needs Assessment

Demographics

Summary

Jackie Mae Townsell Elementary is a diverse Pre-K–5 campus serving a highly mobile, multilingual student population. Enrollment decreased from 858 students in 2024–25 to 726 students in 2025–26, representing a decline of approximately 15%. During 2025–26, the campus served 457 Hispanic students (63.0%), 150 African American students (20.7%), 66 Asian students (9.1%), 18 White students (2.5%), 13 American Indian/Alaska Native students (1.8%), 10 Native Hawaiian/Pacific Islander students (1.4%), and 12 students identifying as two or more races (1.7%).

Emergent bilingual students represented 63.2% of enrollment in 2025–26, increasing from 60.8% in 2024–25. Students receiving special education services increased proportionally from 9.7% to 10.7% of enrollment. Current 2026–27 program-participation data show that 75.3% of students are identified as at risk, 60.8% as emergent bilingual, 10.6% as receiving special education services, 11.0% as gifted and talented, and 13.2% as immigrant students.

Student mobility remains a significant factor. Although 726 students were enrolled at the end of 2025–26, 1,041 students were served at some point during the school year, and 30.3% of all students enrolled during the year withdrew. Enrollment also declined substantially at the beginning of the year, with a net loss of 118 students in August. This mobility creates challenges related to instructional continuity, assessment history, intervention placement, and relationship-building.

Attendance patterns varied by grade level and time of year. Kindergarten continued to demonstrate the greatest attendance concern, generally ranging from approximately 92% to 94% during 2025–26. Attendance also declined across several grade levels during January, February, and May. These trends indicate a need for earlier identification and intervention for students demonstrating chronic absenteeism.

Staffing data reflect a combination of experienced, alternatively certified, and developing educators. The current campus certification profile includes 52 standard certificates, along with emergency permits, intern certificates, probationary certificates, and one-year certificates. This range of experience and certification pathways increases the importance of differentiated coaching, mentoring, collaborative planning, and clear instructional systems.

In the 2026 accountability system, Townsell received an overall rating of 60/D, including a Student Achievement rating of 58/F, School Progress rating of 60/D, and Closing the Gaps raw score of 12 and scaled score of 60/D. The campus is in its second consecutive year of identification for Additional Targeted Support and Improvement (ATSI).

The 2026 ATS entry cut point was a Closing the Gaps scaled score of 56. Townsell was identified for ATSI based on the performance of three student groups:

- Hispanic students earned a Closing the Gaps raw score of 3 and scaled score of 38.
- Economically disadvantaged students earned a Closing the Gaps raw score of 3 and scaled score of 38.
- Continuously enrolled students earned a Closing the Gaps raw score of 0 and scaled score of 30.

All three groups performed below the ATS entry cut point of 56 and met the criteria for identification.

Asian students earned a Closing the Gaps raw score of 0 and scaled score of 30, while emergent bilingual students, including current and monitored students, earned a raw score of 26 and scaled score of 66. Although these groups were not identified for TSI in 2026, both have missed two indicators for three consecutive years and are considered one year away from possible TSI identification. Their performance will require focused monitoring and targeted instructional responses during 2026–27.

Current 2026–27 program data show that six students, or 0.8% of enrollment, receive Section 504 services. An additional indicator identifies 10 students, or 1.4%, as receiving dyslexia services through an IEP. Thirteen students, or 1.8% of enrollment, are identified as homeless and receive McKinney-Vento/Project PASS support.

Strengths

Townsell's demographic strengths include:

- A culturally and linguistically diverse student population that enriches the learning community.
- Established bilingual and ESL staffing and programming to support a campus where more than 60% of students are emergent bilingual.
- Specialized services for students receiving special education, dyslexia, Section 504, gifted and talented, immigrant, and McKinney-Vento supports.
- A nearly balanced gender distribution, with 356 female students and 370 male students enrolled in 2025–26.
- Increased first-day and first-30-day enrollment capture. The percentage of currently enrolled students enrolled by the first day increased from 76.8% in 2024–25 to 81.1% in 2025–26 and 86.7% in 2026–27.
- Staffing allocations that include bilingual aides, counselors, instructional specialists, intervention teachers, special education teachers and aides, a parent liaison, and campus administrators.
- Campus structures that allow newly enrolled and mobile students to receive academic, linguistic, behavioral, and social-emotional supports.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The mobility rate (approximately 18%) continues to impact academic progress and student stability, particularly for students identified as At-Risk and Emergent Bilingual.	Campus transition and onboarding systems are not yet consistently implemented to assess newly enrolled students, communicate academic and behavioral expectations, and provide timely instructional support.
2	Staff turnover among early-career teachers remains higher than desired, impacting continuity of instruction and classroom stability.	A high percentage of novice teachers (40% of staff) with limited classroom experience and a need for expanded mentorship and wellness supports to improve retention.
3	While attendance rates are improving overall (96%), a subset of students--especially those with high mobility or At-Risk indicators--continue to demonstrate inconsistent attendance patterns.	Campus early-warning, family outreach, and tiered attendance intervention processes are not implemented consistently enough to identify attendance concerns and respond before students become chronically absent.
4 ★	Townsell Elementary is identified for ATSI because 2026 Domain 3 scores for Continuously Enrolled (30), Economically Disadvantaged (38), and Hispanic students (38) were below the state cut point of 56, demonstrating a need for targeted instruction, intervention, and progress monitoring.	Campus systems have not yet ensured that consistently enrolled, economically disadvantaged, and Hispanic students receive sufficiently differentiated Tier 1 instruction, timely intervention, and frequent standards-aligned progress monitoring. Inconsistent use of assessment data and instructional response has contributed to persistent performance gaps for these student groups.

★ = Priority

Student Learning

Summary

According to 2025–26 state assessment data, 31% of Townsell students performed at Meets Grade Level or above across all STAAR assessments. In Reading and Mathematics, 31% of students met or exceeded grade-level expectations. In Science, 28% of students performed at Meets Grade Level or above.

TELPAS results demonstrate varied levels of English-language proficiency. Overall TELPAS proficiency increased from 20.9% in 2024–25 to 21.9% in 2025–26. Listening proficiency increased from 69.7% to 71.1%, speaking increased from 39.2% to 52.0%, and writing increased from 37.6% to 40.8%. However, TELPAS reading proficiency decreased from 53.0% to 45.5%.

The data indicate that fewer than one-third of students demonstrated mastery of grade-level knowledge and skills on STAAR. TELPAS results show meaningful growth in speaking, modest growth in listening and writing, and a continued need to strengthen academic reading for emergent bilingual students. Townsell earned a 2026 accountability rating of 60, or a D. Increasing grade-level achievement and accelerating language development remain critical campus priorities.

Townsell Elementary received a 2026 Closing the Gaps score of 12 and is identified for Additional Targeted Support and Improvement (ATSI) for three student groups. Hispanic students earned a Domain 3 scaled score of 38, with performance below target in RLA achievement (28% vs. 39%), mathematics achievement (31% vs. 44%), RLA growth (43% vs. 62%), mathematics growth (66% vs. 68%), and Student Success (31 vs. 41). Economically Disadvantaged students earned a scaled score of 38, with performance below target in RLA achievement (30% vs. 35%), mathematics achievement (31% vs. 40%), RLA growth (46% vs. 60%), mathematics growth (63% vs. 65%), and Student Success (32 vs. 38). Continuously Enrolled students earned a scaled score of 30, with performance below target in RLA achievement (35% vs. 38%), mathematics achievement (34% vs. 45%), RLA growth (50% vs. 64%), mathematics growth (61% vs. 70%), and Student Success (36 vs. 48). All three scaled scores were below the 2026 ATS cut point of 56.

Asian and Emergent Bilingual students are not designated as ATSI or TSI, but both are one year away from potential TSI identification and require monitoring. Asian students earned a Domain 3 scaled score of 30 and performed below the 2026 targets in RLA achievement (40% vs. 44%), mathematics achievement (40% vs. 47%), RLA growth (55% vs. 68%), mathematics growth (78% vs. 88%), and Student Success (53 vs. 72). EB Current and Monitored students earned a scaled score of 66 and performed below target in RLA achievement (29% vs. 37%), mathematics achievement (33% vs. 45%), RLA growth (43% vs. 62%), and Student Success (33 vs. 37). EB students met the mathematics growth target (72% vs. 69%) and the TELPAS progress target (42% vs. 40%). These groups will be monitored without assigning a support designation.

Fall 2025-to-Spring 2026 NWEA MAP results show that 41.15% of students met Reading growth projections, compared with 57.98% in Math. Among the ATSI groups, Economically Disadvantaged students met growth at 41.31% in Reading and 57.50% in Math; Hispanic students at 39.46% in Reading and 56.15% in Math; and Continuously Enrolled students at 49.46% in Reading and 64.86% in Math. These results indicate that reading growth is the greater area of need across all three ATSI groups, although Continuously Enrolled students demonstrated comparatively stronger MAP growth.

Among groups requiring continued monitoring, EB/LEP students met growth projections at 40.96% in Reading and 60.32% in Math, while Asian students met growth projections at 50.00% in Reading and 74.51% in Math. Asian and EB students are not identified for ATSI or TSI; their MAP, STAAR, TELPAS, and Domain 3 indicators will be monitored because they are one year away from potential TSI identification.

The Fall 2025-to-Fall 2026 longitudinal data show that 55% of students in Grades 1–5 met Math growth projections, compared with 45% in English Reading. Math growth was strongest in Grades 3 and 5 at 69% and 63%, while Reading growth was strongest in Grade 4 at 52%. These results indicate continued need for targeted reading intervention, particularly in Grades 1–2, while strengthening mathematics growth in Grades 2 and 4.

Students who did not meet the required standard on STAAR are provided accelerated instruction in accordance with HB 1416 through the campus MTSS process, tutoring, small-group instruction, and progress monitoring. Student participation, instructional hours, attendance, and mastery of targeted TEKS will be reviewed during each formative CIP review.

Strengths

- Thirty-one percent of students performed at Meets Grade Level or above across all STAAR assessments.
- Reading and Mathematics were the strongest STAAR subjects, with 31% of students meeting or exceeding grade-level expectations in each area.
- Science performance was within three percentage points of Reading and Mathematics, with 28% of students performing at Meets Grade Level or above.
- TELPAS speaking proficiency increased by 12.8 percentage points, from 39.2% to 52.0%.
- TELPAS listening proficiency increased from 69.7% to 71.1%, making listening the strongest English-language domain.
- TELPAS writing proficiency increased from 37.6% to 40.8%.
- Overall TELPAS proficiency increased from 20.9% to 21.9%.
- The growth in TELPAS speaking demonstrates progress in students' ability to communicate orally in academic and social settings.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.
2 ★	Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.	Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.
3 ★	Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.	Inconsistent progress monitoring practices and limited professional development in effective Tier 2/ Tier 3 intervention delivery.
4	Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.	Academic vocabulary development and language scaffolding are not systematically embedded across content areas.
5 ★	Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.	Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.

6 ★	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
7 ★	Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.	Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.
8 ★	Emergent bilingual students are not developing English proficiency at a rate sufficient to independently access and demonstrate mastery of grade-level content. Overall TELPAS proficiency was 42% in 2025-26.	Content and language objectives, structured student discourse, linguistic accommodations, and explicit academic-vocabulary instruction are not implemented consistently across classrooms and content areas.
9 ★	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.
10 ★	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
11	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

12 Asian and Emergent Bilingual students are not identified as ATSI or TSI but are one year away from potential TSI identification. Asian students earned a Domain 3 scaled score of 30, while EB Current and Monitored students earned 66 but remained below target in RLA and mathematics achievement, RLA growth, and Student Success.

Campus subgroup monitoring has not consistently triggered timely instructional responses when Asian and EB students fall below Domain 3 targets.

13 Only 43% of K-5 students met their Fall-to-Spring English Reading growth projections, compared with 58% in Math. Reading growth was particularly low in Kindergarten through Grade 2, where only 30%-33% of students met English Reading growth projections.

Campus systems for using MAP data to plan differentiated reading instruction, provide targeted intervention, and monitor student response are not yet implemented consistently across grade levels.

14 Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.

Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

★ = Priority

School Processes & Programs

Summary

School Processes and Programs Summary

Townsell Elementary uses coordinated instructional, operational, and student-support systems to promote academic growth, safety, and continuous improvement. Campus leadership monitors implementation through weekly PLTs, data-driven instruction meetings, coaching cycles, walkthroughs, intervention reviews, behavior data, and formative CIP reviews. Specialized supports are provided for Emergent Bilingual, special education, at-risk, gifted, and students requiring academic or behavioral intervention.

Recruitment and Staffing Process:
Townsell collaborates with district Human Resources to recruit candidates through district job postings, hiring events, university partnerships, referrals, and early recruitment activities. Campus leaders screen applicants for certification, relevant experience, instructional expertise, and the ability to serve the campus's diverse student population. Selected candidates participate in structured interviews that may include campus leadership and teacher representatives, reference checks, and demonstration of instructional knowledge. Hiring priorities are based on vacancies, student needs, bilingual/ESL and special education certification, and campus instructional goals. Newly hired staff participate in district and campus onboarding, mentoring, coaching, and regular leadership check-ins.

School Safety Monitoring and Response:
School safety is monitored through required emergency drills, exterior-door and facility checks, visitor-management procedures, staff supervision plans, arrival and dismissal protocols, threat-assessment procedures, discipline reports, and student, staff, and family perception data. Campus administrators review safety concerns, incident locations, supervision needs, and patterns in student behavior. Identified concerns are addressed through revised procedures, increased adult supervision, staff training, student guidance, family communication, counseling, and coordination with district safety personnel.

Prevention of Bullying, Drugs, and Violence:
The campus provides preventive instruction through SEL lessons, counselor guidance, PBIS expectations, digital citizenship, conflict-resolution instruction, Red Ribbon Week, and age-appropriate lessons addressing bullying, drugs, violence, and safe decision-making. Students and families are informed of procedures for reporting concerns. Reported incidents are documented, investigated, and addressed through parent communication, counseling, restorative practices, safety planning, disciplinary action when appropriate, and continued monitoring. Discipline and bullying data are reviewed to identify recurring locations, times, students, and supervision needs.

Historical Bullying Data:
Campus bullying data are reviewed annually to determine the number of reported, investigated, and confirmed incidents and whether patterns exist by grade level, location, or student group. During 2025–26, Townsell recorded 6 reported allegations and 2 confirmed bullying incidents, compared with 4 reported allegations and 1 confirmed incidents in 2024–25. The campus will continue monitoring bullying during less-structured settings, including recess, arrival, dismissal, and transitions.

Student Transition Supports:
Townsell supports incoming, mobile, and transitioning students through enrollment and records reviews, initial academic and language screening, family orientation, classroom placement, counselor check-ins, and communication of academic and behavioral expectations. Teachers receive available assessment, intervention, language, special education, and behavior information to plan appropriate support. Grade-level teams conduct end-of-year data sharing, and fifth-grade students receive middle-school transition activities in coordination with Sam Houston Middle School. Transition support is also provided for students moving from Pre-K to Kindergarten and between instructional programs.

College and Career Readiness:
College and career readiness begins through age-appropriate career-awareness lessons, goal setting, student leadership opportunities, mentoring, exposure to colleges and careers, and connections between academic learning and future opportunities. Counselors, teachers, community partners, and the Academy 4 mentoring program help students explore personal interests, develop communication and problem-solving skills, and understand the importance of academic achievement, attendance, and positive behavior. Fifth-grade transition activities reinforce readiness for middle school and long-term college and career pathways.

Strengths

Townsell's process and program strengths include:

- A defined instructional leadership structure that includes administrators, instructional specialists, interventionists, counselors, and teacher leaders.
- Weekly PLTs that provide protected time for lesson internalization, assessment analysis, collaborative planning, and response to student data.
- Regular classroom observations and coaching cycles focused on identified campus instructional priorities.
- Access to district-adopted high-quality instructional materials in reading, mathematics, and science.
- Comprehensive bilingual and ESL programming to support the campus's large emergent bilingual population.
- Multiple special education service models, including inclusion, specialized instruction, LIFE programming, related services, and instructional aides.
- Academic and enrichment opportunities through gifted and talented services, tutoring, intervention, Academy 4, counseling, clubs, fine arts, and other enrichment programs.
- A reduction in suspensions from 121 events in 2024–25 to 82 events in 2025–26.
- Strong participation in counseling and extracurricular programming, providing students with additional opportunities for connection and support.
- Existing data systems that allow leadership and teacher teams to monitor enrollment, attendance, behavior, assessment performance, program participation, and instructional implementation.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Our special education population continues to grow, but we are lacking staff retention with special education teachers and staff.	We lack systematic processes to identify, assess, and serve students with special needs.
2	Our special education student population is continuing to show low performance on state assessments with less than 15% of special education students scoring at the meets level on the STAAR assessment.	General education teachers and Special Education teachers are not collaborating on effective Lesson Plans to reach all students.
3 ★	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers
4 ★	Implementation of the RtI process and progress monitoring is inconsistent across grade levels, leading to variation in intervention effectiveness and tracking of student progress.	Limited common structures and accountability measures for documenting, reviewing, and adjusting intervention plans within PLCs.
5	Although data analysis occurs regularly in PLCs, lesson planning does not always fully align to formative assessment results, particularly in mathematics and for struggling learners.	Teachers need additional training and planning time to integrate MAP and STAAR item analysis into daily Tier 1 instruction and small-group differentiation.
6	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

7 ★	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

★ = Priority

Perceptions

Summary

Spring 2026 survey participation was strong among students and staff. The Student Climate Survey received 307 of 311 eligible responses, representing a 98.7% response rate. Grade-level participation was 96.6% in Grade 3 and 100% in Grades 4 and 5. The Employee Survey received 68 of 75 responses, representing a 90.7% response rate and providing strong representation of staff perceptions.

The Family Survey received 21 responses. Family Efficacy ranked near the 90th national percentile and increased by 9 percentage points. However, Staff-Family Relationships declined by 17 percentage points, while family perceptions of School Climate and School Safety ranked near the 40th percentile. The limited number of family responses indicates a need to strengthen survey outreach and participation so future results more fully represent the campus community.

Staff reported strong professional support but expressed concerns about well-being. Professional Learning increased by 8 percentage points and ranked near the 90th percentile. Teacher Feedback and Coaching increased by 15 percentage points to approximately the 80th percentile, while teacher perceptions of Staff-Leadership Relationships increased by 8 percentage points to approximately the 80th percentile. However, teacher Well-being ranked near the 10th percentile, while school staff Well-being ranked near the 30th percentile.

Townsell's overall attendance rate increased from 94.6% in 2024–25 to 94.8% in 2025–26. Grade-level attendance rates for 2025–26 were 96.8% in Pre-K, 93.2% in Kindergarten, 94.5% in Grade 1, 95.8% in Grade 2, 95.4% in Grade 3, 95.9% in Grade 4, and 95.0% in Grade 5. Kindergarten had the lowest attendance rate and remains an area for targeted monitoring. The current 2026–27 year-to-date attendance rate is 96.1%, with all grade levels at or above 95%. Although overall attendance improved, 15.4% of students were chronically absent, including 17% of Hispanic students.

Staffing and absence patterns may also influence perceptions of school climate and stability. Twenty-four teachers recorded more than 15 days of absence during 2025–26. Maintaining staff wellness, recognition, consistent communication, meaningful professional support, and manageable campus systems will be important for strengthening staff morale and instructional continuity.

Strengths

Townsell's perception-related strengths include:

- A campus identity centered on belonging, teamwork, recognition, and "One Pack! One Purpose."
- Multiple structures for recognizing positive student behavior and celebrating student and staff accomplishments.
- A substantial reduction in suspensions, suggesting greater use of proactive and supportive responses to student behavior.
- High family consent for counseling services, demonstrating trust in campus-based student support.
- More than half of students participating in a club or activity, providing opportunities for connection beyond the classroom.
- Access to two counselors, Academy 4 mentoring, SEL instruction, PBIS, calming spaces, and targeted behavioral support.
- Bilingual and multilingual communication systems that help families access campus information and participate in school activities.
- A parent liaison and community partnerships that support family engagement and access to resources.
- Regular staff communication through newsletters, PLTs, leadership meetings, coaching feedback, and campus professional learning.
- Multiple opportunities for stakeholder involvement through family events, parent conferences, campus committees, volunteer activities, and student programs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While mentoring systems are in place for new teachers, ongoing differentiated support for struggling or mid-career teachers is limited.	Coaching and PD efforts primarily focus on new or novice teachers, leaving fewer opportunities for targeted growth among experienced staff needing content-specific support.
2	Although the 2025-26 attendance rate increased to 94.8%, chronic absenteeism affected 15.4% of all students and 17% of Hispanic students, limiting consistent access to instruction.	The campus early-warning, family communication, and tiered intervention process has not been implemented consistently enough to identify attendance concerns promptly, document outreach, assign targeted interventions, and monitor whether student attendance improves.
3	Although students report feeling safe, a small number express concerns about peer conflicts and bullying during unstructured times (recess, transitions).	Inconsistent implementation of conflict resolution strategies and limited structured supervision or SEL reinforcement during non-classroom settings.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
2 ★	Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.	Inconsistent progress monitoring practices and limited professional development in effective Tier 2/ Tier 3 intervention delivery.
3 ★	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
4 ★	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers
5 ★	Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.	Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.
6 ★	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.

7 ★	Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.	Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.
8 ★	Implementation of the RtI process and progress monitoring is inconsistent across grade levels, leading to variation in intervention effectiveness and tracking of student progress.	Limited common structures and accountability measures for documenting, reviewing, and adjusting intervention plans within PLCs.
9 ★	While mentoring systems are in place for new teachers, ongoing differentiated support for struggling or mid-career teachers is limited.	Coaching and PD efforts primarily focus on new or novice teachers, leaving fewer opportunities for targeted growth among experienced staff needing content-specific support.
10 ★	Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.	Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.
11 ★	Emergent bilingual students are not developing English proficiency at a rate sufficient to independently access and demonstrate mastery of grade-level content. Overall TELPAS proficiency was 42% in 2025-26.	Content and language objectives, structured student discourse, linguistic accommodations, and explicit academic-vocabulary instruction are not implemented consistently across classrooms and content areas.
12 ★	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

13 ★

Townsell Elementary is identified for ATSI because 2026 Domain 3 scores for Continuously Enrolled (30), Economically Disadvantaged (38), and Hispanic students (38) were below the state cut point of 56, demonstrating a need for targeted instruction, intervention, and progress monitoring.

Campus systems have not yet ensured that consistently enrolled, economically disadvantaged, and Hispanic students receive sufficiently differentiated Tier 1 instruction, timely intervention, and frequent standards-aligned progress monitoring. Inconsistent use of assessment data and instructional response has contributed to persistent performance gaps for these student groups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

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 PK students who are Proficient on all 5 (English) Circle indicators by at least 10% by May 2027. Indicators and 2026 Proficiency:(Rapid Letter Naming - 68%, Rapid Vocabulary - 23%, Math- 85%)

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% by May 2027. Indicators and 2026 Proficiency: (Rapid Letter Naming - 86%, Rapid Vocabulary - 89%, Math - 84%)

Evaluation Data Source: CIRCLE Assessment

Strategy 1

Pre-K teachers will provide daily differentiated small-group instruction in vocabulary, letter knowledge, early writing, mathematics, and social-emotional development based on current student data.

Strategy's Expected Result/Impact: Teachers will accelerate student learning in early literacy by incorporating real life examples, total physical response, music, and games when reinforcing vocabulary, letter naming, and letter sounds.

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 9

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

Performance Objective 2

Increase the percentage of PK students who are Proficient on Rapid Vocabulary testing in English by from23% to 70% and Early Writing Skills testing in Spanish from 73% to 85% by May 2027.

Evaluation Data Source: Circle Assessment

Strategy 1

Pre-K teachers will analyze CIRCLE Progress Monitoring, common assessment, and student-work data after each assessment window to identify priority skills, regroup students, and plan targeted small-group instruction.

Strategy's Expected Result/Impact: Teachers will accelerate student learning in early literacy by encoporating real life examples, total physical response, music, and games when reinforcing vocabulary, letter naming, and letter sounds.

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 9

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

Performance Objective 3

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 31% to 50% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 28% to 42% by May 2027

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 30% to 40% by May 2027

Increase the percentage of Continuously Enrolled students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 35% to 50% by May 2027

Evaluation Data Source: STAAR Assessment, District Common Assessment, Campus Common Assessment

Strategy 1 ☑ Results Driven Accountability

Grade-level teams will conduct scheduled data-driven instruction meetings after common assessments, MAP assessments, and STAAR interim assessments to identify student misconceptions, determine reteach priorities, and adjust small-group instruction.

Strategy's Expected Result/Impact: Students will improve reading, math, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: Student Learning 6, 10 - School Processes & Programs 7

Funding Sources: Interventionist 211 - Title I-A, $77,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will provide students with daily opportunities to read, discuss, and respond in writing to grade-level texts using text evidence and content-specific academic vocabulary.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2027.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: Student Learning 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

Funding Sources: Academic Specialist 211 - Title I-A, $80,000

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
10	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers
7	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

Performance Objective 4 ☑ HB3 Goal

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 70% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who meet Reading MAP Growth from 39% to 70% by May 2027.

Evaluation Data Source: NWEA MAP Assessment

Strategy 1 ☑ Results Driven Accountability

Teachers will explicitly model grade-level reading comprehension strategies through think-alouds and then gradually release the cognitive work to students through guided and independent practice.

Strategy's Expected Result/Impact: Students will improve reading, math, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students who do not demonstrate mastery on formative or common assessments will receive timely reteaching and intervention, followed by reassessment to determine whether the instructional response was effective.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2025.

Staff Responsible for Monitoring: Deborah Darwin - Reading Interventionist

Problem Statements: Student Learning 3, 10 - School Processes & Programs 7

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.	Inconsistent progress monitoring practices and limited professional development in effective Tier 2/Tier 3 intervention delivery.
10	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers
7	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

Performance Objective 5

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 31% to 50% by May 2027.

Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 22% to 45% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 31% to 50% by May 2027.

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 31% to 50% by May 2027.

Increase the percentage of Continuously Enrolled students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 34% to 53% by May 2027.

Evaluation Data Source: STAAR Math Assessment

Strategy 1 ☑ Results Driven Accountability

Teachers will explicitly model grade-level mathematical reasoning through think-alouds, visual representations, precise academic vocabulary, and connections to prior learning before releasing the work to students.

Strategy's Expected Result/Impact: Students will improve math scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students will engage daily in purposeful mathematical discourse by explaining strategies, justifying answers, comparing representations, and responding to the reasoning of others.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Math by May 2027.

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

Funding Sources: Academic Specialist 211 - Title I-A, $80,000

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers

Performance Objective 6

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 58% to 70% by May 2027.

Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 40% to 55% by May 2027

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction

on our campus i.e. gender, race, program, other) from 56% to 70% by May 2027

Evaluation Data Source: NWEA MAP Math Assessment

Strategy 1

Teachers will utilize the Read-Draw-Write approach in their daily lessons when students are applying the concepts they have learned to math problems.

Strategy's Expected Result/Impact: Increase scores on math district common assessment, state assessments, and MAP by at least 10%

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Grade-level teams will analyze exit tickets, module assessments, MAP data, and common assessments during weekly PLTs to identify misconceptions and plan targeted reteaching, intervention, and extension.

Strategy's Expected Result/Impact: Students will improve math scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common
assessments.

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.	Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.
3	Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.	Inconsistent progress monitoring practices and limited professional development in effective Tier 2/Tier 3 intervention delivery.

Performance Objective 7

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 28% to 50% by May 2027.

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 22% to 50% by May 2027.

Evaluation Data Source: STAAR Science Assessment

Strategy 1

Students will routinely analyze data, explain scientific reasoning, and write evidence-based responses using the claim-evidence-reasoning structure.

Strategy's Expected Result/Impact: Increase scores on science district common assessment, state assessments, and MAP by at least 30%

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 2

Teachers will use formative and common assessment data to provide targeted science

reteaching and spiral previously taught standards throughout the year.

Strategy's Expected Result/Impact: Increase scores on science district common assessment, state assessments, and MAP by at least 30%

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 3

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

Funding Sources: Academic Specialist 211 - Title I-A, $80,000

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.	Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers

Performance Objective 8

Increase the percentage of students who increase their TELPAS composite score by 1 level from 42% to 50% by May 2027.

Evaluation Data Source: TELPAS Assessment

Strategy 1

Emergent bilingual students will receive language supports aligned to their TELPAS proficiency levels, including structured discourse, sentence supports, vocabulary development, and opportunities to listen, speak, read, and write during daily instruction.

Strategy's Expected Result/Impact: 60% of Emergent Bilingual students will increase their composite TELPAS rating by at least 1 indicator.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 15.4% to 6% by May 2027.

Decrease the number and percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 17% to 7% by May 2027.

Evaluation Data Source: Kinvolved Absence Reports, Decision Ed Attendance Reports

Strategy 1

The campus will implement a tiered attendance intervention process:
- Tier 1: Campuswide communication, attendance education, recognition, and family reminders.
- Tier 2: Personalized outreach, attendance conferences, student goal-setting, and individualized attendance plans.
- Tier 3: Intensive case management, home visits, district attendance support, and connections to community resources.
Student progress will be reviewed at least every three weeks, and interventions will be adjusted based on attendance data.

Strategy's Expected Result/Impact: To reduce the number of chronically absent students by at least 10%

Staff Responsible for Monitoring: Vanessa Duckett - Counselor
Michelle Grady - Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Strengthen staff wellness and work-life balance initiatives, including access to wellness spaces (Pack Paradise), social events, and SEL supports.

Strategy's Expected Result/Impact: Students identified for Tier 2 or Tier 3 attendance support will set short-term attendance goals and participate in regular check-ins with an assigned campus mentor. Mentors will celebrate progress, identify emerging concerns, and help students strengthen their connection to school.

Staff Responsible for Monitoring: Vanessa Duckett, Counselor
Michelle Grady, Counselor

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 2

Decrease the percentage of in and out of school suspensions for African America (marginalized student group) students that are disproportionally referred for disciplinary action from from 39.8% to 20% by May 2027.

Evaluation Data Source: eSchool Discipline Reports, DecisionEd Discipline Reports

Strategy 1

Campus leadership will provide ongoing training and coaching in classroom management, de-escalation, restorative responses, and culturally responsive behavior practices.

Strategy's Expected Result/Impact: The number of overall suspension for African American students will decline by 10%

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal
Mary Coleman - Assistant Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

The campus behavior team will review discipline data at least monthly by grade level, student group, location, time, behavior type, and staff member to identify patterns and determine campus responses.

Strategy's Expected Result/Impact: The number of overall suspension for African American students will decline by 10%

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal
Mary Coleman - Assistant Principal
Student Culture Team

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, Townsell will improve staff well-being by implementing consistent recognition, workload-support, staff-input, and wellness systems, resulting in at least an 8-percentage-point increase in favorable staff responses and movement from the 10th to at least the 30th national percentile for teacher well-being.

Evaluation Data Source: Panorama Survey results

Strategy 1

The campus will administer brief staff well-being pulse surveys at least once each grading period to monitor workload, morale, psychological safety, recognition, support, and access to resources. Leadership will share major findings and communicate the actions taken in response.

Strategy's Expected Result/Impact: Improve staff wellness rating by 20% on the annual culture and climate survey by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

The campus will implement a consistent recognition system that celebrates staff contributions, instructional growth, teamwork, attendance, and demonstration of campus values. Recognition will include formal and informal opportunities and will represent all staff roles.

Strategy's Expected Result/Impact: Improve staff wellness rating by 20% on the annual culture and climate survey by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 2

By May 2027, Townsell will increase the School Climate score from 45% to at least 55% and improve family perceptions of School Climate and School Safety to at least the 50th national percentile.

Strategy 1

The campus will increase opportunities to recognize students, staff, and families for positive behavior, attendance, academic effort, collaboration, and contributions to the school community. Recognition will be used to strengthen pride, belonging, and positive relationships.

Strategy's Expected Result/Impact: Students and families will report an increased sense of safety, belonging, trust, and connection to the Townsell school community, resulting in the School Climate score increasing from 45% to at least 55% and family perceptions of School Climate and School Safety reaching at least the 50th national percentile by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for Townsell Elementary School

Total SCE Funds: $33,376.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Instructional Aide Salary and Instructional Materials for Math and Reading

Personnel for Townsell Elementary School

Name	Position	FTE
Andrea Morris	Intructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Townsell Elementary conducted its Comprehensive Needs Assessment from May through September 2026 using a collaborative, data-driven process. The campus began with a schoolwide data presentation on August 17, 2026, to review the 2026 accountability rating, STAAR performance, student growth, and identified student-group needs. Staff continued the analysis during the September 9, 2026 faculty meeting, grade-level PLTs, and instructional leadership team meetings.

Stakeholders were selected to represent the campus community and included the principal, assistant principals, academic specialist, interventionists, counselors, classroom teachers, special-program representatives, paraprofessionals, parents, community members, and business representatives. Teacher representatives included multiple grade levels, content areas, and specialized programs such as bilingual/ESL, special education, gifted and talented, and enrichment.

The committee examined the four required CNA areas:

- Demographics
- Student Learning
- School Processes and Programs
- Perceptions

Data sources included STAAR, MAP Growth, CIRCLE Pre-K, TELPAS, district and campus common assessments, attendance, chronic absenteeism, discipline, student enrollment and mobility, program participation, walkthrough and coaching data, lesson-internalization data, T-TESS trends, climate surveys, family surveys, staff surveys, and stakeholder feedback.

Data were selected based on their relevance to campus goals, federal and state accountability requirements, longitudinal trends, student-group performance, and the degree to which they helped identify gaps between current and desired outcomes. Stakeholders used data analysis and the 5 Whys protocol to develop problem statements, identify root causes, prioritize needs, and recommend strategies.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were offered for stakeholders to participate in the CNA and CIP process. These included the May 27, 2026 EOY Data Analysis meeting, August 17, 2026 campus data presentation, the September 9, 2026 faculty data review, grade-level PLTs, instructional leadership team meetings, Campus Improvement Committee meetings.

Meeting opportunities were communicated through email, campus newsletters, calendar invitations, parent communication platforms, and direct invitations to committee members. When stakeholders could not attend a scheduled meeting, they were provided opportunities to review materials and submit feedback through electronic surveys, email, grade-level representatives, or follow-up meetings.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Townsell used the following timeline to develop the 2026–27 Schoolwide Plan/Campus Improvement Plan:

- **June 2026:** Campus leadership reviewed preliminary accountability, STAAR, MAP, TELPAS, CIRCLE, attendance, behavior, and program data.
- **August 17, 2026:** Staff participated in a campus data presentation to examine the current accountability status, student achievement, student-group performance, and priority areas.
- **August–September 2026:** Grade-level PLTs and the instructional leadership team examined additional student-learning and instructional-implementation data.
- **September 9, 2026:** Staff reviewed campus trends, MAP data, STAAR goals, attendance, behavior, and classroom-observation data.
- **September 2026:** Stakeholders reviewed the four CNA areas and participated in problem identification and root-cause analysis.
- **September 2026:** Campus leadership drafted and revised the CIP based on stakeholder feedback.
- **Throughout 2026–27:** The campus will conduct formative reviews at least quarterly and a summative review at the end of the school year.

Evidence location: 2026–27 CIP Evidence folder and campus Title I/CIP binder, including meeting agendas, minutes, sign-in sheets, data presentations, surveys, committee feedback, and plan drafts.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included through representation on the Campus Improvement Committee and through additional opportunities to review data and provide feedback. Committee membership reflects required stakeholder groups and includes campus administrators, teachers, non-teaching staff, parents, community members, and business representatives.

Staff contribute through faculty meetings, PLTs, instructional leadership meetings, surveys, data-analysis activities, and root-cause discussions. Families and community members contribute through Campus Improvement Committee meetings, surveys, family meetings, parent conferences, listening sessions, and direct communication with campus leadership.

Stakeholders review campus data, identify strengths and needs, examine possible root causes, prioritize problems, and provide feedback on goals, strategies, resources, and evaluation measures. Feedback may be submitted verbally during meetings, in writing, through electronic surveys, or by email. Campus leadership reviews the feedback, documents recommended changes, and revises the plan as appropriate.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The approved Campus Improvement Plan is submitted through Plan4Learning, making it available to authorized district staff for review and monitoring. The plan is also posted on the Townsell Elementary or Irving ISD website and is available to parents and community members upon request.

The campus provides the plan in an understandable and accessible format. A summary of the plan's goals, performance objectives, and major strategies is shared with staff and families through meetings and campus communication platforms. Translation or interpretation is provided in Spanish and other languages when needed. Individuals who need assistance accessing or understanding the plan may contact the campus principal or parent liaison. A printed copy is maintained in the campus front office.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Townsell's Schoolwide Plan is developed in coordination with federal, state, district, and local programs to ensure that resources are aligned with identified student and family needs. Title I, Part A resources support supplemental instruction, intervention, professional learning, family engagement, instructional materials, and campus improvement activities. State

Compensatory Education resources support students identified as at risk of dropping out or not meeting academic standards.

The plan is coordinated with bilingual and ESL services, special education, Section 504, dyslexia, gifted and talented, counseling, PBIS, MTSS, Academy 4, Project PASS/McKinney-Vento services, nutrition services, health services, Pre-K programming, and district curriculum and professional-learning supports. The campus also coordinates with community organizations and local agencies to address mentoring, mental health, food, clothing, housing instability, attendance, safety, and other barriers to learning.

As a campus identified for improvement, Townsell aligns its Title I Schoolwide Plan with district and state accountability requirements, targeted student-group supports, HQIM implementation, instructional coaching, data-driven instruction, and progress-monitoring expectations. Funding sources are coordinated to prevent duplication and ensure that services supplement the campus's core instructional program.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation used to evaluate program effectiveness is maintained in Plan4Learning and in the campus's 2026–27 CIP evidence folder and Title I/CIP binder. Evidence includes assessment reports, data-meeting agendas, sign-in sheets, meeting minutes, walkthrough and coaching data, implementation records, surveys, expenditure documentation, student work, intervention records, and progress-monitoring reports.

Campus leadership and the Campus Improvement Committee will evaluate program effectiveness through quarterly formative reviews and an annual summative review. During formative reviews, the campus will examine:

- Progress toward each performance objective
- Evidence that strategies were implemented as intended
- STAAR, MAP, TELPAS, CIRCLE, common assessment, and formative assessment data
- Attendance and chronic-absenteeism data
- Discipline and behavior data
- Walkthrough, coaching, and lesson-internalization data
- Staff, student, and family perception data
- Participation and outcome data for intervention, tutoring, professional learning, family engagement, and other funded programs
- Expenditures and use of federal, state, and local resources

Formative Review notes will document implementation status, evidence reviewed, findings, barriers, and required adjustments. At the end of the year, the campus will complete the Summative Review in Plan4Learning to determine whether each performance objective was met and whether each strategy was effective.

The annual evaluation of the Title I Schoolwide program will be incorporated into the following year's CNA process. Strategies found to be effective will be continued or expanded, while ineffective or inconsistently implemented strategies will be revised, replaced, or discontinued.

Title I Personnel

Name	Position	Program	FTE
Deborah Darwin	2-5 Reading Interventionist	Instructional	1
Deyanira Valdez	Parent Liaison	Family Engagement	1
Josh Golightly	General Instructional Aide	Instructional	1

Irving Independent School District

Clifton Early Childhood School

Accountability Rating: C

2026-2027 Campus Improvement Plan

1154

Generated by Plan4Learning.com
October 09, 2026 at 09:17 AM

Mission Statement

The mission of Clifton Early Childhood School is to ensure success for each child.

Vision

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 23

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 44

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 50

Title I Summary 55

Title I 56

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 56

1.1 Description of CNA Process 56

1.2 Location for Evidence of Multiple Meetings Held 56

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 56

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 56

2.2 Stakeholders 1114(b)(2) 56

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 57

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 57

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 57

Title I Personnel 57

Comprehensive Needs Assessment

Demographics

Summary

Clifton Early Childhood was founded in 1999 to serve the early childhood learners of the MacArthur feeder schools within Irving ISD. In order to attend, students must meet at least 1 of 5 qualifications. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program)students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. We currently have no official community partners.

Total Enrollment	**411**
Emergent Bilingual	251
ECSE	36
504	3
Homeless	6
Chronic Absenteeism Rate (25-26)	21.3%

Grade Level	**Monolingual**	**Bilingual**
PK3	146	100
PK4	86	43

Ethnicity	Student Percentage	Staff Percentage
African American	23%	11%
Hispanic	46%	55%
White	7%	32%
American Indian	.24%	0%
Asian	22%	2%
Two or more races	2.4%	1%

Strengths

1. To meet the various needs of our community, our campus offers the following programs: Bilingual/ESL, HeadStart, Early Childhood Special Education, and Tuition Based classes. These programs are in alignment with the philosophy and beliefs of our teachers and administrators.

2. The average class size for PreK 4 Bilingual and ESL classes is 22 students. There is a certified teacher and a paraprofessional in each classroom, allowing for an 11:1 student to staff ratio. For

PreK 3 ESL and bilingual classes, the average class size is 18 students. These classes also have a certified teacher and paraprofessional, making the student to staff ratio 9:1. The class size for our PreK ECSE classes is up to 12 students. There are two paraprofessionals and a certified teacher in each of these classes, which equals a 4:1 student to staff ratio.

3. Clifton is centered in a very diverse zip code. At least 23 different languages are spoken in the homes of our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2 ★	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

★ = Priority

Student Learning

Summary

During the 25-26 school year, PK3 students were assessed using Circle Story Retell, district created essential skills, and the district PK3 Competency Reporting Sheet.

During the 25-26 school year, PK4 students were assessed using the Circle Assessment, district created essential skills, and the district PK4 report card.

As reported by the Essential Skills report, the percentages for mastery of skills for the 2025-2026 school year were:

91% Spanish and 85% English of Clifton PK3 students indicated mastery on the CLI Story Retell and Comprehension Assessment.

96% of PK3 students mastered Language and Reading Essential Skills.

97.5% of PK3 students mastered Math Essential Skills.

94.5% of PK4 students mastered Language and Reading Essential Skills.

94% of PK4 students mastered Math Essential Skills.

As reported by the Circle assessment, the percentages for mastery of skills for the 2025-2026 school year were:

96% of PK4 students were on track on the Rapid Letter Naming Circle assessment in English.

93% of PK4 students were on track on the Rapid Letter Naming Circle assessment in Spanish.

96% of PK4 students were on track on the Rapid Vocabulary Circle assessment in English.

95% of PK4 students were on track on the Rapid Vocabulary Circle assessment in Spanish.

92% of PK4 students were on track on the Math Circle assessment.

90% of PK4 students were on track on the Phonological Awareness Circle assessment in English.

85% of PK4 students were on track on the Phonological Awareness Circle assessment in Spanish.

80.4% of PK4 students met growth.

Strengths

PK3 and PK 4 students met campus achievement goals.

The end of year percentages for mastery of skills for the 2025-2026 school year are:

96% of PK3 students mastered Language and Reading Essential Skills.

97.5% of PK3 students mastered Math Essential Skills.

94.5% of PK4 students mastered Language and Reading Essential Skills.

94% of PK4 students mastered Math Essential Skills.

The EOY Circle percentages for mastery of skills for the 2025-2026 school year were:

96% of PK4 students were on track on the Rapid Letter Naming Circle assessment in English.

93% of PK4 students were on track on the Rapid Letter Naming Circle assessment in Spanish.

96% of PK4 students were on track on the Rapid Vocabulary Circle assessment in English.

95% of PK4 students were on track on the Rapid Vocabulary Circle assessment in Spanish.

92% of PK4 students were on track on the Math Circle assessment.

90% of PK4 students were on track on the Phonological Awareness Circle assessment in English.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.
2	85% of PK3 students tested in English mastered Story Retell and Comprehension on the Circle Assessment.	A stronger emphasis was placed on letter identification and vocabulary development.
3 ★	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.
4	At the end of the 2025-2026 school year, 85% of PK4 students tested in Spanish were on track in Phonological Awareness on the CLI Circle assessment, below the campus goal of 90%.	Instructional practices and opportunities for explicit, systematic Spanish phonological awareness instruction are not yet consistently implemented across all PK4 classrooms, resulting in variation in students' opportunities to develop and practice phonological awareness skills in Spanish.
5	While PK3 and PK4 students demonstrated strong end-of-year mastery of targeted objectives, 80.4% of PK4 students met expected growth on the CLI Circle measures of Rapid Letter Naming, Rapid Vocabulary, and Math during the 2025-2026 school year.	Student data are analyzed regularly; however, additional systematic monitoring of individual student growth throughout the year is needed to ensure that students who begin below or near the expected level receive timely, targeted intervention and that students who demonstrate early mastery receive appropriate extension opportunities.

★ = Priority

School Processes & Programs

Summary

District written curriculum is implemented in the PK4 classrooms with SAVVAS as the main resource. Frog Street 3 is provided as the PK3 curriculum and resource.

Collaborative planning and assessment of student mastery take place often during the school year to ensure that quality instruction is taking place in the classrooms. The curriculum should help teachers with narrowing down which resources to use to teach the concepts and skills listed on the scope and sequence.

Teachers meet in their Teams to analyze the standards being taught and assessed weekly and per six weeks. They take that information to planning meetings where they work collaboratively to plan and internalize instruction to best meet the needs of their students. New teachers are assigned mentors which help navigate the curriculum, and expectations throughout the year.

The Academic Specialist serves as instructional support staff assisting teachers in meeting the needs of their students. She provided professional development focusing on oral language development in the form of Story Icons and core board usage.

At Clifton, teachers have access to many of the latest technology tools to teach our students for a world beyond what we know now. Each teacher has access to his/her own laptop computer, iPad, and interactive Viewboard to use with their students. Each student has access to an iPad. We support technology with the Instructional Technology Specialist (also our librarian) and our Campus Technicians.

School safety is priority. An armed guard is present at the campus at all times students are campus. Security audits are conducted regularly. Antibullying lessons are provided by the guidance counselor annually. Staff is trained in the Conscious Discipline curriculum which students self regulation, appropriate social language and social skills. The Guidance Counselor Provides lessons on making good and healthy choices, and pk appropriate planning for the future (transitioning to elementary school, graduating high school, and moving on to college, working, etc...).

Strengths

1. Fifteen of the twenty teachers are certified and highly qualified PK teachers with additional certifications relative to their specific programs. Potential candidates are selected from a bank of applicants based on their qualifications to meet the needs of the campus and students. The hiring committee provides screeners and later conducts interviews to determine the best candidate for any open positions.

2. 3 staff members have pursued educational leadership degrees and hold a leadership position on the campus.

3. We are 1:1 with technology devices. Each staff and student has access to devices. iPads in the classroom are a strength. Students are naturally drawn to the iPads and the touch screen technology is much easier for them than the computers involving mouse work. There are many apps available to increase rigor and creativity in the classroom. Each classroom is equipped with an interactive Viewboard. A focus has been placed on expanding usage to include opportunities for students to be more interactive in large group lessons.

4. Teacher Teams meet one to two times weekly to analyze and discuss student data and plan future lessons to address the 4 big questions (What do we want our students to learn? How do we know if they learned it?, What do we do if they did?, What do we do if they didn't?).

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.
2 ★	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

★ = Priority

Perceptions

Summary

At Clifton, open communication is a priority and we historically have accomplished this task through face to face parent meetings as needed, conferences, monthly newsletters, See Saw communication, and our daily folders. We have also hosted several academic nights where the focus is on connecting parents with their children in a fun academic setting. We also communicate with parents through the district's Kinvolved system to ensure that important news reaches all student homes. We also make sure that all communication sent home is sent in both English and Spanish. See Saw and Kinvolved have the capability to translate into a parents' chosen language. Our website has been designed to be user friendly and serve as another means of communication. Our Instructional Technology Specialist/Librarian has also created Instagram, Twitter, and Facebook pages for Clifton on which information is shared in several languages. Clifton actively communicates with parents through the online tool SeeSaw.

All but five teachers are certified and meet the highly qualified standards.

Our staff continues to work in Professional Learning Teams, learning and growing together to be the best teachers possible for our students. There is traditionally very little turnover. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed, as needed. Our Guiding Coalition is used to facilitate our programs within the school, with this group functioning as a school wide leadership team, as well. Ongoing professional development is embedded into our meeting structures and Teacher Team meetings are held regularly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed in a supportive and timely manner.

Clifton ECS has a C rating based on the district rating.

The 25-26 school year attendance rate was 92.78%

The campus offered over 70 family engagement opportunities. Evening events were attended by approximately 20% of families.

Responses from the 25-26 staff survey

Evaluation - 74% positive

Feedback and Coaching - 71% postive

School Leadership 77% positive

Professional Learning - 69% positive

Staff/Leadership Relationships - 87% positive

Strengths

All PK4 teachers are certified meeting the Highly Qualified definition.

Both professional and paraprofessional staff participate in professional development opportunities. These trainings enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through engaging in the planning process, per grade level and content area. Instructional aides are also able to receive specialized

training to address such academic areas as the Social and Emotional development, technology, etc..

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2 ★	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.
3 ★	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities
4 ★	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
5 ★	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

6 ★	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.
7 ★	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1

Maintain the percentage of PK students who are Proficient (on track) in the Rapid Letter Naming indicator (testing in English) by from 96% to 96% and (testing in Spanish) from 93% to 93% by May 2027.

Evaluation Data Source: 26-27 CLI Circle performance data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrator

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 2

Maintain the percentage of PK students who are Proficient (on track) in the Rapid Vocabulary indicator (testing in English) by from 96% to 96% and (testing in Spanish) from 95% to 95% by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 3

Maintain the percentage of PK students who are Proficient (on track) in the Math indicator by from 92% to 92% by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in math.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase math activities that take place in the home to support student success in Math.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 4

Increase or maintain the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (testing in English) from 90% to 90% and (testing in Spanish) from 85% to 90% by May 2027.

Evaluation Data Source: 26-27 Circle performance data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in phonological awareness as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase phonological awareness activities that take place in the home to support student success.

Strategy's Expected Result/Impact: 90% mastery of objectives in phonological awareness as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 5

Maintain the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle of at

least 75% by May 2027

Evaluation Data Source: 26-27 Circle Performance Data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success.

Strategy's Expected Result/Impact: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street

Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success.

Strategy's Expected Result/Impact: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Administrator

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 6

90% of PK3 students will be Proficient in the District Common Assessment in the area of Letter Naming by May 2027.

Evaluation Data Source: 26-27 PK3 DCA performance data.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use DCA, competency report, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 7

90% of PK3 students will be Proficient in the District Common Assessment in the area of Vocabulary by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR.

Strategy's Expected Result/Impact: 90% mastery of objectives in Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 8

90% of PK3 students will be Proficient in the District Common Assessment in the area of Math by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in Math.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in Math.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the chronic absenteeism rate from 21.3 % to >20% by May 2027.

Evaluation Data Source: 26-27 District attendance data

Strategy 1

Provide incentives for students with perfect attendance each six weeks and the end of the year.

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - School Processes & Programs 2

Funding Sources: Attendance incentives 199 - General Funds, $2,500

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Provide information about the importance of attendance at registration, Meet the Teacher, parent conferences, etc...

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - School Processes & Programs 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Implement a campus attendance monitoring process in which attendance data are reviewed at least monthly to identify students at risk for chronic absenteeism, followed by documented family contact and targeted support based on identified barriers.

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Campus attendance reports

Problem Statements: Demographics 1 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 2

Maintain the percentage of PK4 students who are Proficient on Social Emotional Behaviors on the Circle assessment (testing in English) from 94% to 94% and students testing in Spanish from 93% to 93% by May 2027.

Evaluation Data Source: 26-27 Circle Performance Data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/ extension strategies.

Strategy's Expected Result/Impact: 90% mastery of objectives in Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate Teacher Team meetings that focus on active engagement strategies that will improve students' social emotional skills.

Strategy's Expected Result/Impact: 90% mastery of objectives in Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Facilitate purposeful planning/Teacher Team time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success.

Strategy's Expected Result/Impact: 90% mastery of objectives in Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 3

Clifton leadership will attract, develop, and maintain life changing educators committed to the success of each student.

Evaluation Data Source: 26-27 Circle performance data

Strategy 1

The leadership team will attend job fair opportunities held by the district.

Strategy's Expected Result/Impact: The campus will be fully staffed during the 26-27 school year.

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 1

Funding Sources: Campus advertising materials 199 - General Funds, $1,500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

New teachers will be assigned effective mentors for the first two years.

Strategy's Expected Result/Impact: The campus will be fully staffed during the 26-27 school year.

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

The campus will provide guardians with information on the benefits of engaging at their child's school and supporting students' academic and SEL growth .

Evaluation Data Source: See Saw, kinvolved, and/or Smore Reports

Strategy 1

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and Parent Liaison/Counselor classes to increase learning activities that take place in the home to support student success.

Strategy's Expected Result/Impact: 90% of parents receive shared information

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A, $2,500

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 2

The school will keep parents informed of school wide information such as monthly events and engagement opportunities through campus newsletters and Parent Liaison communication.

Evaluation Data Source: Attendance percentage at hosted evening activities/events.

Strategy 1

Monthly parent newsletters and Parent Liaison communications will be sent home informing families of things such as upcoming monthly evening activities/learning activities, tips and ideas for continuing learning at home, school wide information, etc...

Strategy's Expected Result/Impact: 10% average attendance of families at campus evening activities

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 3

Host community agencies at campus events/activities such as: Parent Orientation/Community Agency Fair, Career Day, Open House, Literacy Night, Parenting Classes, etc.

Evaluation Data Source: Attendance records from hosted meetings, activities, and events

Strategy 1

Host community agencies at campus events/activities such as: Parent Orientation/Community Agency Fair, Career Day, Open House, Literacy Night, Parenting Classes, etc.

Strategy's Expected Result/Impact: 10% of school families will learn of various community agencies and resources available to them.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Engage parents, community members, and other stake holders in the campus decision making process through involvement in the CIC, PTO, and other campus committees.

Strategy's Expected Result/Impact: School stakeholders will attend and participate in at least 4 CIC meetings throughout the year.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 4

Campus will host monthly family engagement activities focusing on academic content areas and Increase average participation to 20%..

Evaluation Data Source: Event attendance records

Strategy 1

Invite parents to monthly family engagement activities.

Strategy's Expected Result/Impact: 20% average attendance of families at campus evening activities

Staff Responsible for Monitoring: administrators

Problem Statements: Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000, Parent Liaison Salary 211 - Title I-A, $28,500

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Campus needs (student data, staffing, budget, attendance, family engagement, safety and security) are discussed at the Title 1 meetings and at the end of year Campus Improvement Committee meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee. An open invitation invites the school community to the Title 1 meetings.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

1.2 Location for Evidence of Multiple Meetings Held

Title 1 informational meeting (two at the beginning of the year and 2 at the end) invites were sent to families via campus and district platforms, posted in the front office and parent center, and posted in the family bulletin boards. Campus Improvement Committee meetings are held 4 times per school year. All documentation is housed on the district approved site (plan4learning-crate).

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA (student data, staffing, budget, attendance, family engagement, safety and security) is discussed at the Title 1 meetings and at the end of year Campus Improvement Meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee that meets 4 times per school year.

An open invitation invites the school community to the Title 1 meetings.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

2.2 Stakeholders 1114(b)(2)

The plan (student data, staffing, budget, attendance, family engagement, safety and security) and family compact are discussed at the Title 1 meetings and at the end of year Campus Improvement Meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee. An open invitation invites the school community to the Title 1 meetings. Input/feedback is invited at all Title 1 meetings. Stakeholders are invited to share during the meeting and a QR code is provided so feedback can be given at any time.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted in English on the campus website. Printed English copies are also available in the office upon request. The Clifton parent liaison is available to assist with translation upon request. She is present and translates Title 1 and Campus Improvement Committee meetings.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Campus improvement plan is updated with evidence four times per school year.

Data is reviewed at every campus improvement committee meeting. Needs are addressed. Data, progress, and improvement are discussed. Documentation is uploaded and housed with the the plan program.

End of year data is reviewed at the end of year CIC and Title 1 meetings and the needs and plan are discussed.

Title I Personnel

Name	Position	Program	FTE
Yessenia Sanchez	Parent Liaison	Parent/Community Engagement	1

Irving Independent School District

Kinkeade Early Childhood School

Accountability Rating: C

2026-2027 Campus Improvement Plan

1211

Generated by Plan4Learning.com
October 09, 2026 at 09:23 AM

Mission Statement

We guarantee high levels of learning for ALL students to become socially, emotionally, and academically successful while instilling a life-long love of learning.

Vision

Teachers show acceptance for all students and improve and adjust teaching practices through collaboration and data analysis. Teachers reflect, plan, and implement engaging activities and show student growth by creating and implementing common formative assessments.

Value Statement

At Kinkeade Early Childhood School, we value every child as a capable and unique learner. We believe all students deserve a safe, nurturing, and engaging learning environment where their individual needs are recognized, their strengths are celebrated, and they are provided with intentional instruction and support to reach their fullest potential. We value strong partnerships with families, collaboration among educators, and the use of data to continuously improve outcomes for every student.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 8

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 18

Data Documentation for CNA 23

Improvement Planning Data 24

Accountability Data 24

Student Data: Assessments 24

Student Data: Student Groups 24

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Goals 26

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 27

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 35

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 40

Title I Summary 42

Title I 43

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43

1.1 Description of CNA Process 43

1.2 Location for Evidence of Multiple Meetings Held 43

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 43

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 43

2.2 Stakeholders 1114(b)(2) 44

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 44

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 44

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 44

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 44

Title I Personnel 45

Committees 46

2026-2027 Campus Improvement Team 47

Meeting Logs 47

Comprehensive Needs Assessment

Demographics

Summary

Kinkeade Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program) and Tuition-based (full day PK3 & PK4) students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our population for the 2026-2027 school year of students is distributed as outlined below:

2026–27 Campus Demographic	Percentage / Count
Total Enrollment	288
Hispanic	83.97%
African American	4.88%
White	4.18%
Asian	4.53%
American Indian	1.05%
Pacific Islander	0%
Two or More Races	1.39%
LEP	72.47%
Economically Disadvantaged	84.67%
Special Education	16.78%
Mobility	0.00%
504	0.70%
GT	0.00%
At Risk	79.44%
Homeless	1.75%
Tardy	Improving student punctuality and establishing consistent monitoring and intervention practices is an identified campus growth opportunity.
Class-Size	19:2
Attendance/Chronic Absenteeism	12%
Staffing Changes/Staffing Characteristic Data	Kinkeade has **54 staff members serving 286 students**, including 15 teachers, 18 instructional assistants, 2 administrators, and specialized support staff in counseling, library, speech, clerical, food service, custodial, and family engagement roles.
Key Community Partners	Parents and families, district departments, and community resources that support student attendance, family engagement, and student learning. Kinkeade ECS currently does not have formal community partnerships identified. Our campus will continue to explore opportunities to strengthen community and family partnerships.

Strengths

Kinkeade Early Childhood School intentionally includes staff, parents, business representatives, and community members in campus planning. English learner and special education programming remain central to the campus context. The 2026–27 population is 16.78% special education and 72.47% LEP, underscoring the need for inclusive, language-responsive and differentiated instruction.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The number of students qualifying for special education services have increased over the past six years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.	Lack of teacher training in the area of differentiation and special education strategies.
2 ★	84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.	Lack of training in the area of diversity, outreach programs and poverty.

★ = Priority

Student Learning

Summary

On the 2025–2026 End of Year (EOY) CIRCLE assessment, PK4 students demonstrated strengths in several areas of language, early literacy, social-emotional development, and mathematics. In English, 89% of PK4 students were on track in Rapid Vocabulary, 89% were on track in Early Writing, 96% were on track in Social Emotional Overall, and 81% were on track in Story Retell and Comprehension. In Spanish, 92% of PK4 students were on track in Rapid Vocabulary, 84% were on track in Early Writing, 91% were on track in Social Emotional Overall, and 94% were on track in Story Retell and Comprehension.

In the area of mathematics, 85% of English PK4 students were on track in Math Overall. English PK4 students demonstrated 91% in Rote Counting, 77% in Shape Naming, 91% in Number Discrimination, 91% in Number Naming, 76% in Shape Discrimination, 89% in Counting Sets, and 36% in Operations.

In phonological awareness, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track overall. Specific skill-level results indicate continued instructional needs in English Syllabication (50%) and Alliteration (38%), and in Spanish Alliteration (68%). English Rhyming I was 62%, while Spanish Rhyming I was 89%.

The 2025–2026 CIRCLE data indicate that continued campus attention is needed in phonological awareness, early mathematical operations, and English Story Retell and Comprehension. These areas provide opportunities for targeted instruction, differentiated support, and ongoing progress monitoring.

On the 2025–2026 Essential Standards data, PK3 students demonstrated strong performance across foundational academic and school-readiness skills. Overall campus performance was **98% in Rote Count to 10, 98% in Naming 3 Shapes, 98% in Naming 6 Colors, 93% in Naming Numbers 0–5, and 95% in Naming 10 Letters**.

PK3 students also demonstrated strong performance in behavioral and classroom-readiness skills, with **97% of students demonstrating Follows Directions and 97% demonstrating Safe Hands and Feet**.

Although overall performance was strong, the data indicate opportunities for continued growth in specific foundational skills. The lowest academic performance was **93% in Naming Numbers 0–5**, followed by **95% in Naming 10 Letters**. Individual classroom-level results also show variation, particularly in Naming Numbers 0–5, Naming 10 Letters, and Follows Directions. Continued monitoring and targeted instruction will support consistency across PK3 classrooms and help ensure students enter PK4 with strong foundational skills.

Strengths

- **PK4 Spanish Story Retell and Comprehension:** 94% of students were on track at EOY 2025–26.
- **PK4 Spanish Rapid Vocabulary:** 92% of students were on track at EOY 2025–26.
- **PK4 English Social Emotional Overall:** 96% of students were on track at EOY 2025–26.
- **PK4 Spanish Social Emotional Overall:** 91% of students were on track at EOY 2025–26.
- **PK4 English and Spanish Rapid Vocabulary:** 89% and 92%, respectively, were on track.
- **PK4 English Early Writing:** 89% of students were on track.
- **PK4 English Math Overall:** 85% of students were on track.
- **PK4 English Rote Counting, Number Discrimination, and Number Naming:** 91% of students were on track in each area.
- **PK4 Spanish Phonological Awareness skills:** Rhyming I was 89% and Syllabication was 87%.
- **PK4 English Phonological Awareness:** 88% of students were reported on track overall.

These results demonstrate continued student growth in foundational language, literacy, social-emotional, and mathematical skills while identifying specific skill areas for continued targeted instruction. The prior Plan4Learning structure also emphasizes using PLC/CCT collaboration and assessment data to determine what students are learning and what to do when students do not learn it.

- **Rote Count to 10:** 98% of PK3 students demonstrated mastery.
- **Name 3 Shapes:** 98% of PK3 students demonstrated mastery.
- **Name 6 Colors:** 98% of PK3 students demonstrated mastery.
- **Name Numbers 0–5:** 93% of PK3 students demonstrated mastery.
- **Name 10 Letters:** 95% of PK3 students demonstrated mastery.
- **Follows Directions:** 97% of PK3 students demonstrated mastery.
- **Safe Hands and Feet:** 97% of PK3 students demonstrated mastery.

These results demonstrate that PK3 students are entering the next grade level with strong foundational academic and behavioral readiness skills. The highest-performing areas are Rote Counting, Shape Naming, and Color Naming, each at **98%**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	On the 2025-2026 EOY CIRCLE assessment, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track in Phonological Awareness overall. Specific skill results indicate that 50% of English PK4 students were on track in Syllabication, 38% in Alliteration, and 62% in Rhyming I. In Spanish, 68% of PK4 students were on track in Alliteration.	Students need more consistent, explicit, and differentiated instruction in specific phonological awareness skills, supported by frequent progress monitoring and use of CIRCLE data during PLC/CCT meetings.
2 ★	On the 2025-2026 EOY CIRCLE assessment, 85% of English PK4 students were on track in Math Overall; however, only 36% were on track in Operations.	Students need additional targeted opportunities to develop early mathematical reasoning and operations through differentiated small-group instruction, intentional practice, and effective use of intervention/RTI time.
3 ★	On the 2025-2026 EOY CIRCLE assessment, 81% of English PK4 students were on track in Story Retell and Comprehension compared to 94% of Spanish PK4 students.	Students need increased opportunities for intentional oral language development, story retelling, vocabulary development, and comprehension practice during daily instruction and targeted small-group instruction.
4 ★	On the 2025-2026 EOY CIRCLE assessment, 75% of English PK4 students were on track in Rapid Letter Naming.	Students need consistent, differentiated opportunities to develop automatic recognition of letters through explicit instruction, small-group practice, and ongoing progress monitoring.
5 ★	On the 2025-2026 Essential Standards data, 93% of PK3 students demonstrated mastery in Naming Numbers 0-5, making this the lowest-performing academic readiness indicator reported at the campus level.	Students need continued opportunities for explicit instruction, repetition, hands-on practice, and differentiated small-group support to develop automatic recognition and naming of numbers 0-5.

6 ★	On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.	Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.
7 ★	Although campus-level performance was strong, classroom-level data demonstrate variation in several foundational readiness indicators, including Naming Numbers 0-5, Naming 10 Letters, Follows Directions, and Safe Hands and Feet.	Continued use of common expectations, targeted small-group instruction, and consistent monitoring of Essential Standards data is needed to ensure students across classrooms demonstrate mastery of foundational academic and behavioral readiness skills.
8 ★	84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.	Lack of training in the area of diversity, outreach programs and poverty.
9 ★	16.9% of Kinkeade students are chronically absent, resulting in lost instructional time and reduced opportunities for consistent learning and engagement.	A need for more consistent, proactive attendance monitoring and early intervention with students and families before absences progress to chronic-absence status.

★ = Priority

School Processes & Programs

Summary

During the 2025-2026 school year, a focused improvement plan for the 2026-2027 school year was created by instructional leaders based off of the previous year's data and adjusted through discussion with the Leadership Team (Team Leads, Counselor, Academic Specialist, Secretary).

Progress towards intended outcomes has been tracked through weekly Collaborative Team Time when teams follow a Professional Learning Community (PLC) agenda to discuss their data with one another. It is tracked each six weeks through the Essential Standards spreadsheet. The Academic Specialist creates a data board each six weeks, posting it in the room where teams meet to discuss data so student achievement data is always available and in the forefront of teachers' minds.

During the 2026-2027 school year, professional development was planned based off of "Kids Deserve It" book study (a need seen in the previous year's climate survey), teacher needs (seen through classroom walkthroughs and TTESS observations), and needs based off of CIRCLE assessments and Essential Standards data.

Kinkeade has effective foundational processes in PLCs, professional learning, safety monitoring, positive behavior supports, and staff retention. The 2026–2027 focus is to make these systems more consistent and proactive—particularly in recruitment, year-round teacher support, specialized-service referral and coordination, family outreach, safety/behavior monitoring, and PK4-to-elementary transition supports.

Recruitment Process: Kinkeade will use a proactive, year-round recruitment process that includes early identification of staffing needs, collaboration with district Human Resources, participation in recruitment events, campus-specific outreach, timely candidate interviews, and follow-up with qualified candidates. Recruitment efforts will prioritize candidates who can meet the campus's bilingual, special education, and Early Childhood instructional needs.

New and Struggling Teacher Support: New and struggling teachers will receive year-round support through campus orientation, PLC collaboration, classroom walkthroughs, coaching, peer/teacher-leader feedback, targeted professional learning, and follow-up monitoring. Support will be adjusted based on classroom observations, teacher feedback, and student performance data.

School Safety: School safety will be monitored through established campus safety procedures, weekly door checks, security personnel, administrator oversight, and review of safety concerns and incidents. Concerns will be addressed through campus and district safety protocols, documentation, parent communication when appropriate, and follow-up with responsible personnel.

Bullying, Drugs, and Violence Prevention-Because Kinkeade serves Early Childhood students, prevention will emphasize developmentally appropriate instruction in safe behaviors, self-regulation, conflict resolution, respectful interactions, and seeking adult assistance. Staff will monitor student behavior, document concerns, communicate with families as appropriate, and follow district procedures for bullying, substance-related concerns, threats, and violence.

Kinkeade implements Conscious Discipline and Capturing Kids Hearts to support self-regulation and safe behavior. The campus also identifies district processes for bullying prevention and discipline/conflict/violence management.

Transition to Elementary School-Kinkeade will strengthen transition supports for PK4 students moving to elementary school by providing developmentally appropriate Kindergarten-readiness information, family communication, opportunities to learn about the next school setting, and collaboration with receiving elementary campuses when appropriate. Student readiness data will be used to identify students who may need additional transition support.

College and Career Exposure-Kinkeade will provide developmentally appropriate college and career awareness through classroom experiences, guest speakers, community helpers, career-themed activities, and opportunities for students to learn about different jobs and how education and learning connect to future careers.

Strengths

Kinkeade Early Childhood School has established effective processes and programs that support student learning, safety, behavior, and staff development. Strengths include collaborative PLCs and data-driven instructional planning, ongoing professional learning, positive behavior supports, established safety-monitoring procedures, and systems for staff feedback and support. These processes provide a strong foundation for meeting the developmental, academic, behavioral, and social-emotional needs of Kinkeade's Early Childhood students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Kinkeade serves a diverse early childhood population with significant bilingual/English learner and special education needs. Campus processes for recruiting, onboarding, assigning, and supporting staff with bilingual and special education responsibilities must continue to be strengthened to ensure students receive consistent, language-responsive, and differentiated instruction and services.	Kinkeade does not yet have a fully defined campus-level recruitment and staffing process that systematically identifies staffing needs early, actively recruits qualified bilingual and special education candidates, and uses campus-based outreach and partnerships to build a strong candidate pool.
2 ★	Kinkeade has experienced changes in the types and levels of specialized services needed by students, including an increase in students identified with speech impairments. Campus processes for early identification, referral, communication with families, and coordination with service providers must be consistently implemented to ensure students receive timely support.	Campus systems for identifying and responding to individual teacher support needs are not yet consistently structured across the entire school year. New and struggling teachers need a clearly defined cycle of onboarding, mentoring/coaching, classroom observation, feedback, professional learning, and follow-up.
3 ★	Kinkeade serves students whose developmental and instructional needs may require early intervention and specialized support; therefore, the campus needs a consistent process for identifying students who may benefit from additional services and communicating available Early Childhood Intervention and community resources to families.	Campus processes for identifying students who may need specialized services and communicating referral options and Early Childhood Intervention resources to families are not yet sufficiently systematic or consistent.
4 ★	Kinkeade must continue strengthening its campus-based professional learning, coaching, and intervention processes so new and struggling teachers receive timely, job-embedded support in differentiation, special education strategies, language development, and developmentally appropriate Early Childhood instructional practices.	Campus systems for coordinating instructional and specialized support across general education teachers, special education staff, speech providers, instructional assistants, and administrators need greater consistency so student needs identified through assessment and observation are translated into timely classroom supports and differentiated instruction.

5 ★	16.9% of Kinkeade students are chronically absent, resulting in lost instructional time and reduced opportunities for consistent learning and engagement.	A need for more consistent, proactive attendance monitoring and early intervention with students and families before absences progress to chronic-absence status.

★ = Priority

Perceptions

Summary

Kinkeade staff perceptions reflect strengths in professional learning, staff evaluation, and staff-leadership relationships, with Professional Learning receiving the highest favorable rating at 83%, Evaluation at 81%, and Staff-Leadership Relationships at 79%. However, staff well-being remains an identified area for growth at 63%, with staff reporting concerns related to exhaustion, stress, and feeling overwhelmed at work. School Leadership was rated at 73%, with opportunities to strengthen communication, staff input in decision-making, responsiveness to feedback, and staff satisfaction. Feedback and Coaching was rated at 72%, indicating a need to strengthen the consistency, thoroughness, and usefulness of feedback provided to staff.

The Spring 2026 Panorama Family Survey, completed by Kinkeade Early Childhood families, reflects overwhelmingly positive perceptions of the campus. Overall, families reported strong confidence in their ability to support their children, positive perceptions of school climate and safety, a strong sense of school fit, effective school-family communication, and trusting relationships with staff. Kinkeade's results exceeded the Irving ISD district averages across all reported survey topics.

The strongest areas of perception included **School-Family Communication (97%)**, **School Climate (96%)**, **Staff-Family Relationships (96%)**, **School Fit (93%)**, and **School Safety (91%)**. Families also reported strong **Family Efficacy (88%)** and **Family School Attendance (90%)**. These results indicate that families generally feel welcomed, respected, informed, safe, and confident in their partnership with the school.

The primary area identified for continued growth is **Family Engagement, which received an overall favorable score of 25%**, although this was still above the Irving ISD average of 18%. Specific engagement indicators show that many families reported limited participation in parent groups, volunteering, fundraising, and conversations with other school families.

Strengths

Based on the Spring 2026 Panorama climate survey, Kinkeade's staff perceptions reflect strong areas in professional learning (83%), evaluation (81%), and staff-leadership relationships (79%). Staff also report that their work is meaningful and matters, with 100% of respondents rating these areas positively. Additionally, 80% of staff report being extremely or quite satisfied with their jobs.

Kinkeade Early Childhood School demonstrates a significant strength in school-family communication. Families report that communication is frequent, easy to understand, useful, welcoming, and responsive, with an overall favorable rating of 97%, exceeding the Irving ISD average of 78%.

Kinkeade maintains a highly positive school climate in which families perceive students as engaged, respected, motivated, and connected to the school. The 96% favorable School Climate rating significantly exceeds the Irving ISD average of 68%.

Kinkeade's staff-family relationships are a significant campus strength. Families report high levels of respect, trust, comfort, support, and responsiveness from staff, resulting in a 96% favorable rating compared with 74% for Irving ISD.

Families reported that their children feel safe and connected at Kinkeade. **96% reported that their child feels not at all unsafe at school**, while 96% indicated that online bullying is not at all likely. Families also reported strong perceptions of belonging, preparation for the next academic year, instructional fit, and the appropriateness of the school's approach to discipline.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Staff climate survey results indicate that, while Kinkeade staff report strong commitment to their work and positive perceptions of professional learning, evaluation, and staff-leadership relationships, staff well-being remains an area of concern. Staff reported frequent experiences of exhaustion, stress, and feeling overwhelmed, while opportunities also remain to strengthen feedback/ coaching, lea	Inconsistent systems for supporting staff well-being, feedback, communication, and staff voice may be contributing to staff stress and feelings of being overwhelmed.
2 ★	Despite strong family perceptions of Kinkeade Early Childhood School, family engagement remains an area for growth. The Spring 2026 Panorama Family Survey showed a 25% favorable rating for Family Engagement, with many families reporting limited participation in parent groups, volunteering, fundraising, and opportunities to connect with other Kinkeade families.	Current family engagement structures and opportunities are not yet resulting in consistent participation across the Kinkeade family community, as evidenced by low favorable ratings for parent-group involvement, fundraising, and family-to-family connections despite strong school-family communication and staff-family relationships.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The number of students qualifying for special education services have increased over the past six years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.	Lack of teacher training in the area of differentiation and special education strategies.
2 ★	Staff climate survey results indicate that, while Kinkeade staff report strong commitment to their work and positive perceptions of professional learning, evaluation, and staff-leadership relationships, staff well-being remains an area of concern. Staff reported frequent experiences of exhaustion, stress, and feeling overwhelmed, while opportunities also remain to strengthen feedback/ coaching, lea	Inconsistent systems for supporting staff well-being, feedback, communication, and staff voice may be contributing to staff stress and feelings of being overwhelmed.
3 ★	Kinkeade has experienced changes in the types and levels of specialized services needed by students, including an increase in students identified with speech impairments. Campus processes for early identification, referral, communication with families, and coordination with service providers must be consistently implemented to ensure students receive timely support.	Campus systems for identifying and responding to individual teacher support needs are not yet consistently structured across the entire school year. New and struggling teachers need a clearly defined cycle of onboarding, mentoring/coaching, classroom observation, feedback, professional learning, and follow-up.
4 ★	On the 2025-2026 Essential Standards data, 93% of PK3 students demonstrated mastery in Naming Numbers 0-5, making this the lowest-performing academic readiness indicator reported at the campus level.	Students need continued opportunities for explicit instruction, repetition, hands-on practice, and differentiated small-group support to develop automatic recognition and naming of numbers 0-5.
5 ★	On the 2025-2026 EOY CIRCLE assessment, 75% of English PK4 students were on track in Rapid Letter Naming.	Students need consistent, differentiated opportunities to develop automatic recognition of letters through explicit instruction, small-group practice, and ongoing progress monitoring.

6 ★

On the 2025-2026 EOY CIRCLE assessment, 81% of English PK4 students were on track in Story Retell and Comprehension compared to 94% of Spanish PK4 students.

Students need increased opportunities for intentional oral language development, story retelling, vocabulary development, and comprehension practice during daily instruction and targeted small-group instruction.

7 ★

On the 2025-2026 EOY CIRCLE assessment, 85% of English PK4 students were on track in Math Overall; however, only 36% were on track in Operations.

Students need additional targeted opportunities to develop early mathematical reasoning and operations through differentiated small-group instruction, intentional practice, and effective use of intervention/RTI time.

8 ★

On the 2025-2026 EOY CIRCLE assessment, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track in Phonological Awareness overall. Specific skill results indicate that 50% of English PK4 students were on track in Syllabication, 38% in Alliteration, and 62% in Rhyming I. In Spanish, 68% of PK4 students were on track in Alliteration.

Students need more consistent, explicit, and differentiated instruction in specific phonological awareness skills, supported by frequent progress monitoring and use of CIRCLE data during PLC/CCT meetings.

9 ★

On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.

Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.

10 ★

Kinkeade must continue strengthening its campus-based professional learning, coaching, and intervention processes so new and struggling teachers receive timely, job-embedded support in differentiation, special education strategies, language development, and developmentally appropriate Early Childhood instructional practices.

Campus systems for coordinating instructional and specialized support across general education teachers, special education staff, speech providers, instructional assistants, and administrators need greater consistency so student needs identified through assessment and observation are translated into timely classroom supports and differentiated instruction.

11

Kinkeade serves a diverse early childhood population with significant bilingual/English learner and special education needs. Campus processes for recruiting, onboarding, assigning, and supporting staff with bilingual and special education responsibilities must continue to be strengthened to ensure students receive consistent, language-responsive, and differentiated instruction and services.

Kinkeade does not yet have a fully defined campus-level recruitment and staffing process that systematically identifies staffing needs early, actively recruits qualified bilingual and special education candidates, and uses campus-based outreach and partnerships to build a strong candidate pool.

12

Despite strong family perceptions of Kinkeade Early Childhood School, family engagement remains an area for growth. The Spring 2026 Panorama Family Survey showed a 25% favorable rating for Family Engagement, with many families reporting limited participation in parent groups, volunteering, fundraising, and opportunities to connect with other Kinkeade families.

Current family engagement structures and opportunities are not yet resulting in consistent participation across the Kinkeade family community, as evidenced by low favorable ratings for parent-group involvement, fundraising, and family-to-family connections despite strong school-family communication and staff-family relationships.

13

16.9% of Kinkeade students are chronically absent, resulting in lost instructional time and reduced opportunities for consistent learning and engagement.

A need for more consistent, proactive attendance monitoring and early intervention with students and families before absences progress to chronic-absence status.

14

Kinkeade serves students whose developmental and instructional needs may require early intervention and specialized support; therefore, the campus needs a consistent process for identifying students who may benefit from additional services and communicating available Early Childhood Intervention and community resources to families.

Campus processes for identifying students who may need specialized services and communicating referral options and Early Childhood Intervention resources to families are not yet sufficiently systematic or consistent.

15

84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.

Lack of training in the area of diversity, outreach programs and poverty.

16 ★	Although campus-level performance was strong, classroom-level data demonstrate variation in several foundational readiness indicators, including Naming Numbers 0-5, Naming 10 Letters, Follows Directions, and Safe Hands and Feet.	Continued use of common expectations, targeted small-group instruction, and consistent monitoring of Essential Standards data is needed to ensure students across classrooms demonstrate mastery of foundational academic and behavioral readiness skills.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Goals

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

Performance Objective 1 ☑ High Priority

During the 2026-2027 school year, Kinkeade Early Childhood School will increase the percentage of PK students who are Proficient on all 5 Circle indicators (testing in English) by from 86% to 90% and (testing in Spanish) from 84% to 88% by May 2027 (Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: CIRCLE BOY/MOY/EOY Reports,
Six-week Essential Standards
PLC agendas and intervention records

Strategy 1

Teachers will use weekly PLC/CCT/DDI meetings to identify students who are not yet proficient on all 5 CIRCLE indicators, plan targeted small-group instruction, and review progress every six weeks.

Strategy's Expected Result/Impact: A measurable increase in the percentage of students meeting all five indicators, with intervention plans adjusted for students who remain below benchmark.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Librarian
Administrators

Problem Statements: Student Learning 1, 2, 4, 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers will maintain student-level progress-monitoring records for all 5 CIRCLE indicators and use the results to differentiate instruction, including language-specific supports for English- and Spanish-assessed students.

Strategy's Expected Result/Impact: Earlier identification of students needing support and more consistent instructional responses.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Administrators

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On the 2025-2026 EOY CIRCLE assessment, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track in Phonological Awareness overall. Specific skill results indicate that 50% of English PK4 students were on track in Syllabication, 38% in Alliteration, and 62% in Rhyming I. In Spanish, 68% of PK4 students were on track in Alliteration.	Students need more consistent, explicit, and differentiated instruction in specific phonological awareness skills, supported by frequent progress monitoring and use of CIRCLE data during PLC/CCT meetings.
2	On the 2025-2026 EOY CIRCLE assessment, 85% of English PK4 students were on track in Math Overall; however, only 36% were on track in Operations.	Students need additional targeted opportunities to develop early mathematical reasoning and operations through differentiated small-group instruction, intentional practice, and effective use of intervention/RTI time.
3	On the 2025-2026 EOY CIRCLE assessment, 81% of English PK4 students were on track in Story Retell and Comprehension compared to 94% of Spanish PK4 students.	Students need increased opportunities for intentional oral language development, story retelling, vocabulary development, and comprehension practice during daily instruction and targeted small-group instruction.
4	On the 2025-2026 EOY CIRCLE assessment, 75% of English PK4 students were on track in Rapid Letter Naming.	Students need consistent, differentiated opportunities to develop automatic recognition of letters through explicit instruction, small-group practice, and ongoing progress monitoring.

6	On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.	Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.

Performance Objective 2 ☑ High Priority

During the 2026-27 school year, Kinkeade Early Childhood School will increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (testing in English) from 88% to 90% and (testing in Spanish) from 87% to 89% by May 2027.

Evaluation Data Source: CIRCLE Phonological Awareness Reports
Six-week Common Checks
PLC Data-analysis Records
RTI schedules
Student Progress-Monitoring Data,

Strategy 1

Teachers will administer and analyze phonological-awareness checks at least every six weeks, disaggregate by skill (syllabication, onset-rime, alliteration, rhyming), and use PLC time to plan targeted instruction.

Strategy's Expected Result/Impact: Improved phonological-awareness performance and timely intervention for students below benchmark.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Administrators

Problem Statements: Student Learning 1, 2, 4, 5, 6, 7

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Protect and intentionally schedule RTI/small-group instructional time for phonological awareness, with explicit modeling, guided practice, and repeated opportunities to apply skills.

Strategy's Expected Result/Impact: Increased mastery of identified phonological subskills, especially alliteration and rhyming.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Administrators

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On the 2025-2026 EOY CIRCLE assessment, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track in Phonological Awareness overall. Specific skill results indicate that 50% of English PK4 students were on track in Syllabication, 38% in Alliteration, and 62% in Rhyming I. In Spanish, 68% of PK4 students were on track in Alliteration.	Students need more consistent, explicit, and differentiated instruction in specific phonological awareness skills, supported by frequent progress monitoring and use of CIRCLE data during PLC/CCT meetings.
2	On the 2025-2026 EOY CIRCLE assessment, 85% of English PK4 students were on track in Math Overall; however, only 36% were on track in Operations.	Students need additional targeted opportunities to develop early mathematical reasoning and operations through differentiated small-group instruction, intentional practice, and effective use of intervention/RTI time.
3	On the 2025-2026 EOY CIRCLE assessment, 81% of English PK4 students were on track in Story Retell and Comprehension compared to 94% of Spanish PK4 students.	Students need increased opportunities for intentional oral language development, story retelling, vocabulary development, and comprehension practice during daily instruction and targeted small-group instruction.
4	On the 2025-2026 EOY CIRCLE assessment, 75% of English PK4 students were on track in Rapid Letter Naming.	Students need consistent, differentiated opportunities to develop automatic recognition of letters through explicit instruction, small-group practice, and ongoing progress monitoring.

5	On the 2025-2026 Essential Standards data, 93% of PK3 students demonstrated mastery in Naming Numbers 0-5, making this the lowest-performing academic readiness indicator reported at the campus level.	Students need continued opportunities for explicit instruction, repetition, hands-on practice, and differentiated small-group support to develop automatic recognition and naming of numbers 0-5.
6	On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.	Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.
7	Although campus-level performance was strong, classroom-level data demonstrate variation in several foundational readiness indicators, including Naming Numbers 0-5, Naming 10 Letters, Follows Directions, and Safe Hands and Feet.	Continued use of common expectations, targeted small-group instruction, and consistent monitoring of Essential Standards data is needed to ensure students across classrooms demonstrate mastery of foundational academic and behavioral readiness skills.

Performance Objective 3 ☑ High Priority

During the 2026-27 school year, Kinkeade Early Childhood School will increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle by 56% to 57% by May 2027.

Evaluation Data Source: CIRCLE Growth Reports
PLC Agendas
Six-week intervention records

Strategy 1

PLC teams will review CIRCLE growth from BOY to MOY and MOY to EOY, identify students whose growth trajectory is below expectation, and adjust instruction and intervention accordingly

Strategy's Expected Result/Impact: More students will demonstrate expected growth in Rapid Letter Naming, Rapid Vocabulary, and Math.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Administrators

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On the 2025-2026 EOY CIRCLE assessment, 88% of English PK4 students and 87% of Spanish PK4 students were reported on track in Phonological Awareness overall. Specific skill results indicate that 50% of English PK4 students were on track in Syllabication, 38% in Alliteration, and 62% in Rhyming I. In Spanish, 68% of PK4 students were on track in Alliteration.	Students need more consistent, explicit, and differentiated instruction in specific phonological awareness skills, supported by frequent progress monitoring and use of CIRCLE data during PLC/CCT meetings.
2	On the 2025-2026 EOY CIRCLE assessment, 85% of English PK4 students were on track in Math Overall; however, only 36% were on track in Operations.	Students need additional targeted opportunities to develop early mathematical reasoning and operations through differentiated small-group instruction, intentional practice, and effective use of intervention/RTI time.
3	On the 2025-2026 EOY CIRCLE assessment, 81% of English PK4 students were on track in Story Retell and Comprehension compared to 94% of Spanish PK4 students.	Students need increased opportunities for intentional oral language development, story retelling, vocabulary development, and comprehension practice during daily instruction and targeted small-group instruction.
4	On the 2025-2026 EOY CIRCLE assessment, 75% of English PK4 students were on track in Rapid Letter Naming.	Students need consistent, differentiated opportunities to develop automatic recognition of letters through explicit instruction, small-group practice, and ongoing progress monitoring.
5	On the 2025-2026 Essential Standards data, 93% of PK3 students demonstrated mastery in Naming Numbers 0-5, making this the lowest-performing academic readiness indicator reported at the campus level.	Students need continued opportunities for explicit instruction, repetition, hands-on practice, and differentiated small-group support to develop automatic recognition and naming of numbers 0-5.

6	On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.	Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.
7	Although campus-level performance was strong, classroom-level data demonstrate variation in several foundational readiness indicators, including Naming Numbers 0-5, Naming 10 Letters, Follows Directions, and Safe Hands and Feet.	Continued use of common expectations, targeted small-group instruction, and consistent monitoring of Essential Standards data is needed to ensure students across classrooms demonstrate mastery of foundational academic and behavioral readiness skills.

Performance Objective 4 ☑ High Priority

During the 2026-27 school year, Kinkeade Early Childhood School, 90% of students will be Proficient on the District Common Assessment for PK3 by May 2027."

Evaluation Data Source: PK3 District Common Assessment
PLC/common Assessment Data
Essential Standards Data

Strategy 1

Teachers will use common assessment results to identify priority standards, plan targeted instruction during PLC/CCT/DDI, and monitor student progress before the EOY common assessment.

Strategy's Expected Result/Impact: At least 90% of PK3 students will demonstrate proficiency on the district common assessment by May 2027.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Administrators

Problem Statements: Student Learning 5, 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	On the 2025-2026 Essential Standards data, 93% of PK3 students demonstrated mastery in Naming Numbers 0-5, making this the lowest-performing academic readiness indicator reported at the campus level.	Students need continued opportunities for explicit instruction, repetition, hands-on practice, and differentiated small-group support to develop automatic recognition and naming of numbers 0-5.
6	On the 2025-2026 Essential Standards data, 95% of PK3 students demonstrated mastery in Naming 10 Letters. Individual classroom results ranged from 87% to 100%, indicating variation in student mastery across classrooms.	Students need consistent, intentional opportunities to develop automatic letter recognition through explicit instruction, repeated practice, small-group instruction, and ongoing progress monitoring.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

During the 2026-27 school year, Kinkeade Early Childhood School will decrease the number and percentage of students who are chronically absent from 16.9% to 12.9% by May 2027.

Evaluation Data Source: District Attendance Data
ODS Chronic Absence Report
Parent Contact Logs

Strategy 1

Use weekly attendance monitoring, early parent contact, attendance conferences, personalized attendance plans, and targeted outreach for students approaching chronic-absence status.

Strategy's Expected Result/Impact: Earlier intervention and fewer students entering or remaining in chronic-absence status.

Staff Responsible for Monitoring: Attendance Clerk
DP Clerk
School Nurse
Teacher
Counselor
Administrators

Problem Statements: Student Learning 9 - School Processes & Programs 5

Funding Sources: Attendance incentives, certificates, trophies/awards, student recognition materials, and small prizes to recognize improved and consistent attendance. 199 - General Funds, $2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Use high-interest campus events and family communication on historically low-attendance days while reinforcing the instructional importance of daily Pre-K attendance.

Strategy's Expected Result/Impact: Improved attendance on traditionally low-attendance days and stronger family understanding of attendance expectations.

Staff Responsible for Monitoring: Teachers
Academic Specialist
Counselor
Librarian
Administrators

Problem Statements: Student Learning 9 - School Processes & Programs 5

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	16.9% of Kinkeade students are chronically absent, resulting in lost instructional time and reduced opportunities for consistent learning and engagement.	A need for more consistent, proactive attendance monitoring and early intervention with students and families before absences progress to chronic-absence status.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	16.9% of Kinkeade students are chronically absent, resulting in lost instructional time and reduced opportunities for consistent learning and engagement.	A need for more consistent, proactive attendance monitoring and early intervention with students and families before absences progress to chronic-absence status.

Performance Objective 2

During the 2026-2027 school year, Kinkeade Early Childhood School will increase the percentage of PK4 students who are Proficient on Social Emotional Behaviors on the Circle assessment testing in English from 96% to 98% and students testing in Spanish from 91% to 93% by May 2027.

Evaluation Data Source: CIRCLE Social Emotional Reports
Essential Behavior Data
Calibration Records
PLC/CCT Agendas

Strategy 1

Calibrate staff understanding and scoring of CIRCLE social-emotional indicators, then use common behavior expectations and Conscious Discipline/Capturing Kids Hearts practices across

classrooms.

Strategy's Expected Result/Impact: More consistent ratings and improved student social-emotional performance, particularly for English-assessed PK4 students.

Staff Responsible for Monitoring: Teachers
Counselor
Support Staff
Administrator

Problem Statements: Demographics 2 - Student Learning 8 - School Processes & Programs 3 - Professional Development Implementation 3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Use six-week behavior data reviews to identify common needs and provide targeted classroom or small-group supports.

Strategy's Expected Result/Impact: More consistent implementation of behavior supports and improved student self-regulation.

Staff Responsible for Monitoring: Teachers
Counselor
Administrators

Problem Statements: Demographics 1, 2 - Student Learning 8 - Professional Development Implementation 3, 4

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The number of students qualifying for special education services have increased over the past six years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.	Lack of teacher training in the area of differentiation and special education strategies.
2	84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.	Lack of training in the area of diversity, outreach programs and poverty.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.	Lack of training in the area of diversity, outreach programs and poverty.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Kinkeade serves students whose developmental and instructional needs may require early intervention and specialized support; therefore, the campus needs a consistent process for identifying students who may benefit from additional services and communicating available Early Childhood Intervention and community resources to families.	Campus processes for identifying students who may need specialized services and communicating referral options and Early Childhood Intervention resources to families are not yet sufficiently systematic or consistent.

Performance Objective 2 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
3	84.67% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.	Lack of training in the area of diversity, outreach programs and poverty.
4	The number of students qualifying for special education services have increased over the past six years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.	Lack of teacher training in the area of differentiation and special education strategies.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

Maintain at least one campus-generated parent/community engagement activity each month (minimum 12 activities during the school year) and use sign-in/participation data plus Panorama feedback to establish and monitor a family-engagement baseline, with a 10-percentage-point improvement in the selected positive-engagement indicator when a comparable baseline is available.

Evaluation Data Source: Campus Event Calendar
Sign-in sheets
Panorama Family Feedback
Parenting-class calendar

Strategy 1

Plan and host monthly parent/community engagement activities such as Meet the Teacher, parenting classes, All Pro-Dad, Family Night at the Library, Literacy Night, Hispanic Heritage Night, Black History Month Night, Spring Fling, and Open House. Communicate through multiple modes and in families' home languages when available.

Strategy's Expected Result/Impact: At least 12 documented engagement opportunities and increased participation/connection among families.

Staff Responsible for Monitoring: Parent Liaison
Administrators
Counselor
Librarian
Teachers
Academic Specialist

Problem Statements: Perceptions 2

Funding Sources: Family engagement event materials and supplies, parent resources, communication/translation materials, literacy resources, event incentives, technology, and staff support. 211 - Title I-A, $30,922

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Provide monthly parenting classes that build family capacity around positive child development, attendance, early literacy/numeracy, social-emotional development, and available community resources.

Strategy's Expected Result/Impact: Stronger Family-school Partnerships
Increased Parent Participation
Greater access to supports that promote child well-being and academic success.

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal
Counselor

Problem Statements: Perceptions 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Despite strong family perceptions of Kinkeade Early Childhood School, family engagement remains an area for growth. The Spring 2026 Panorama Family Survey showed a 25% favorable rating for Family Engagement, with many families reporting limited participation in parent groups, volunteering, fundraising, and opportunities to connect with other Kinkeade families.	Current family engagement structures and opportunities are not yet resulting in consistent participation across the Kinkeade family community, as evidenced by low favorable ratings for parent-group involvement, fundraising, and family-to-family connections despite strong school-family communication and staff-family relationships.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Kinkeade Early Childhood School conducted its CNA through a collaborative process involving the Campus Improvement Committee, campus leadership/guiding coalition, teachers, parents, support staff, and community/business representatives. The committee included representatives from each of these stakeholder groups. The teams meet throughout the school year , with ongoing data discussions occurring through weekly Collaborative Team Time/PLC meetings.

The CNA examined four major areas: Demographics, Student Learning, School Processes & Programs, and Perceptions. Data were selected from multiple sources, including CIRCLE and other local/common assessments, Essential Standards data, attendance, special-program data, PLC information, staff feedback, parent/community surveys and engagement data, and the Prekindergarten Self-Assessment Tool. The campus used these data to identify strengths, problem statements, root causes, and priorities for the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholders to participate in the CNA and Campus Improvement planning process. The 2025–2026 Campus Improvement Plan states that the Campus Improvement Committee and campus leadership/guiding coalition met at least six times during the school year and included teachers, parents, community members, business representatives, administrators, and support staff.

Evidence of stakeholder participation and meetings is located in the Kinkeade Campus Improvement Plan, including:

- Campus Improvement Committee membership: The plan identifies the participating stakeholders by role, including four parents, three business representatives, two community representatives, classroom teachers, special education staff, paraprofessionals, counselor, librarian, administrators, and a district representative.
- Meeting documentation: The plan identifies Campus Improvement Meeting Agendas and Guiding Coalition/Team Lead Meeting Agendas as evidence used for planning and decision-making.
- Meeting frequency: The campus committed to meeting at least six times throughout the 2025–2026 school year to collaborate with the leadership team, Campus Improvement Committee, parents, and community members.
- Ongoing stakeholder/data collaboration: Weekly Collaborative Team Time/PLC meetings were used to review student data and monitor progress, with Essential Standards data reviewed every six weeks.

The Campus Improvement Plan documentation from the 25-26 and 26-27 school years confirm the meeting structure, frequency, stakeholder representation, and types of meeting documentation, It include the individual meeting agendas, dated minutes/notes, and sign-in sheets.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Kinkeade developed the 2026–2027 Campus Improvement Plan through an ongoing, collaborative process during the school year. The campus used weekly Collaborative Team Time/PLC meetings to review student learning data and adjust instructional priorities, with Essential Standards data reviewed every six weeks. The Campus Improvement Committee and campus leadership/guiding coalition were scheduled to meet at least six times during the school year to review

needs, collaborate on priorities, and make decisions related to student achievement.

Evidence location: Kinkeade Campus Improvement Plan contains the Comprehensive Needs Assessment, data documentation, goals, strategies, and Campus Improvement Team membership. It identifies Campus Improvement Meeting Agendas and Guiding Coalition/Team Lead Meeting Agendas as supporting evidence.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the Campus Improvement Plan development process as authentic, contributing partners. The Campus Improvement Committee collaborates with campus leadership, parents, and community members throughout the year to review data, identify needs, and make decisions that support student achievement. Feedback is solicited through Campus Improvement Committee meetings, parent/community engagement events, surveys, and other stakeholder feedback opportunities. The plan identifies parent/community engagement activities such as Parent Orientation, PTO meetings, Pro-Dad meetings, Family Night, Literacy Night, Spring Fling, and Open House, with participation documented through event sign-in sheets.

Location of Stakeholder List/Sign-In Sheets:
The Campus Improvement Committee stakeholder list, including names and roles, is located on the Campus Improvement Plan. Meeting and event sign-in sheets are maintained as campus documentation/evidence and are used to document stakeholder participation. The CIP identifies the evaluation data source for family/community engagement as Campus Event Calendars and Sign-In Sheets.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to the district, parents, and the public through the campus and district planning process and by communicating information through multiple modes of communication. Kinkeade engages families and community members through events such as Parent Orientation, PTO meetings, Family Nights, Literacy Night, Spring Fling, and Open House. The campus also gathers parent and community feedback through surveys and engagement activities.

Language/format: The plan is presented in an organized, accessible format through the Plan4Learning Campus Improvement Plan, with family communication provided through multiple modes to support understanding and participation.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Kinkeade develops and implements the Campus Improvement Plan in coordination with Irving ISD district goals, Title I requirements, TEA priorities, and federal, state, and local programs and services. The plan integrates supports for Special Education, bilingual/English learners, attendance, student safety and behavior, family/community engagement, and Early Childhood Intervention. Student, staff, parent, and community data are reviewed through the comprehensive needs assessment, PLCs, and Campus Improvement Committee to ensure resources and strategies are aligned to identified campus needs.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Program effectiveness is monitored throughout the year through **Formative Reviews**, with documentation of progress,

implementation, and needed adjustments. Supporting documentation—including meeting agendas, sign-in sheets, campus event records, and other evidence—is maintained as part of the Campus Improvement Plan monitoring process. Effectiveness is evaluated using multiple data sources, including student performance data, assessment results, attendance/discipline data, and staff, parent, and community feedback. The **Summative Review** documents the annual evaluation of the Schoolwide Program. Findings from the annual evaluation are incorporated into the **Comprehensive Needs Assessment (CNA)** and used to identify priorities and strategies for the following school year.

Documentation location: Campus Improvement Plan/Plan4Learning **Formative Reviews and Summative Review**, with supporting evidence maintained by the campus.

Title I Personnel

Name	Position	Program	FTE
Jennifer Leiva	Parent Liaison	Parent/Community Engagement	1

Committees

Committees

2026-2027 Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 26, 2027 @ 8:30 AM	Kinkeade Early Childhood School	--	--
February 22, 2027 @ 8:30 AM	Kinkeade Early Childhood School	--	--
September 28, 2026 @ 8:30 AM	Kinkeade Early Childhood School	Campus Improvement Committee Sign-In Sheets September 28, 2026.pdf	26-27 New CIC Member Training KInkeade 2026-2027.pdf
November 30, 2026 @ 8:30 AM	Kinkeade Early Childhood School	--	--

Members

First Name	Last Name	Position	Committee Role
Martha	Cruz	Parent	Parent
Andrea	Hernandez	Parent	Parent
Sonia	Fernandez	Parent	Parent
Brenda	Contreras	Parent	Parent
Maira	Guzman	Parent	Parent
Keenan	Washington	Behavior Specialist	District Representative
Stefanie	Kelley	Academic Specialist	District Representative
Rebeca	Pyburn	Community Member	Community Member
Nadra	Hackney	Community Member	Community Member
Sara	Wickham	Community Member	Community Member
Corie	Pyburn	Community Member	Community Member
Nicolas	Nevarez	Business Representative	Business Representative
Twila	Williams	Business Representative	Business Representative
Jennifer	Galvan	Business Representative	Business Representative
Olivia	Cruz	Instructional Assistant	Paraprofessional
Monica	Ashworth	Secretary	Paraprofessional
Jennifer	Leiva	Parent Liaison	Paraprofessional
Jordan	Daniels	PK 3 ESL Teacher	Classroom Teacher

First Name	Last Name	Position	Committee Role
Maria	Brassil	PK4 ESL Teacher	Classroom Teacher
Jessica	Moreno	ECSE Teacher	Classroom Teacher
Jessica	Diaz	PK4 Bilingual Teacher	Classroom Teacher
Cecilia	Rodriguez	Counselor	Non-classroom Professional
Elizabeth	Le	Librarian	Non-classroom Professional
Patricia	Payne	Assistant Principal	Administrator
Delicia	Floyd	Principal	Administrator

Irving Independent School District

Pierce Early Childhood School

Accountability Rating: C

1259

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 09, 2026 at 09:25 AM

Mission Statement

Pierce Early Childhood School exists to support all children's academic, social, emotional and ethical development for life long success.

Vision

To set our students up for life long success, we envision a school in which staff:

Pursue continuous professional growth through professional development and collaboration

Continually assess, monitor feedback and reflect to ensure student progress

Act as role models with consistency in all areas

Provide engaging learning experiences

Build the student's foundation at their personal level of need based on differentiation and awareness

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 11

School Processes & Programs 16

Perceptions 24

Professional Development Implementation 30

Priority Problem Statements 32

Data Documentation for CNA 36

Improvement Planning Data 37

Accountability Data 37

Student Data: Assessments 37

Student Data: Student Groups 37

Student Data: Behavior and Other Indicators 38

Employee Data 38

Parent/Community Data 38

Support Systems and Other Data 38

Goals 39

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 40

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 48

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 53

Title I Summary 56

Title I 57

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 57

1.1 Description of CNA Process 57

1.2 Location for Evidence of Multiple Meetings Held 57

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 57

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 58

2.2 Stakeholders 1114(b)(2) 58

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 58

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 59

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 59

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 59

Title I Personnel 59

Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

Pierce Early Childhood School | 2026–2027

Pierce Early Childhood School serves a diverse population of young learners in Irving Independent School District. Our campus provides high-quality, developmentally appropriate early childhood education for students ages three and four through a variety of programs designed to meet their academic, linguistic, social-emotional, and developmental needs.

Students qualify for state-funded Prekindergarten programs based on established eligibility criteria, including economic disadvantage, language spoken in the home, homelessness, and other qualifying circumstances. Pierce also offers tuition-based Prekindergarten and Early Childhood Special Education (ECSE) services to support the diverse needs of our students.

For the 2026–2027 school year, Pierce Early Childhood School serves **258 students across 15 classrooms**. Our campus experienced changes in program offerings, including the reduction of one ECSE classroom and the addition of two full-day PK3 Head Start classrooms. These adjustments reflect our continued commitment to meeting the changing needs of our students and families.

Classroom and Program Configuration

Our campus offers the following instructional programs:

- **3 PK3 Half-Day Classrooms:** Two Bilingual and one ESL.
- **2 PK3 Full-Day Head Start Classrooms:** Added for the 2026–2027 school year.
- **3 PK4 Head Start Classrooms:** Two Bilingual and one ESL.
- **1 PK4 ESL Tuition/Overflow Classroom:** Provides tuition-based instruction and additional classroom capacity.
- **1 PK4 Bilingual Classroom:** Provides bilingual instruction.
- **2 PK3 Full-Day Tuition Classrooms:** One Bilingual and one ESL.
- **3 Early Childhood Special Education (ECSE) Classrooms:** One PK3 and two PK4 classrooms.

Our general education PK3 classrooms maintain a student-to-adult ratio of approximately 18 students to two adults, while PK4 classrooms maintain a ratio of approximately 22 students to two adults. ECSE classrooms provide specialized instructional support and individualized accommodations based on students' needs.

Student Demographic Data

According to the 2026–2027 Pierce School Overview dashboard, our current enrollment is **258 students**, with the following demographic distribution:

Race/Ethnicity	Percentage
Hispanic	86.4%
African American/Black	5.8%
White	5.0%
Asian	0.8%
Native Hawaiian/Other Pacific Islander	0.8%
American Indian/Alaska Native	0.8%
Two or More Races	0.4%

Additional Student Demographics

Indicator	Current Data
Total Student Enrollment	258
Female Students	48.1%
Male Students	51.9%
Economically Disadvantaged	77.9%
Students Not Economically Disadvantaged	22.1%
Students Receiving Special Education Services	24*
Students Experiencing Homelessness	8*

Special Education and homelessness counts are retained from previously provided campus information and are not verified in the School Overview dashboard.

Our campus continues to serve a predominantly Hispanic student population, with **86.4% of students identifying as Hispanic**. Additionally, **77.9% of students are economically disadvantaged**, emphasizing the importance of providing equitable access to early childhood education, family resources, and targeted academic interventions.

Student Enrollment by Grade Level

The School Overview dashboard identifies the following student enrollment distribution:

Grade Level	Number of Students
Early Education (EE)	17
Prekindergarten 3 (P3)	150
Prekindergarten 4 (PK)	91
Total	**258**

The enrollment distribution reflects the campus's commitment to serving our youngest learners, with PK3 students representing the largest portion of our student population.

Student Attendance and Chronic Absenteeism

Student attendance continues to be an important area of focus at Pierce Early Childhood School. Current campus data reflects the following:

Attendance Indicator	Current Data
Year-to-Date Attendance Rate	95.9%
Year-to-Date Absence Rate	4.0%
Students Chronically Absent	26
Chronic Absenteeism Rate	10.1%

Monthly absence rates indicate:

- August: 3.6%
- September: 4.3%
- October: 4.2%

Of the 26 students identified as chronically absent, 23 are economically disadvantaged and three are not economically disadvantaged.

Although our overall attendance rate is approximately 96%, chronic absenteeism remains an area requiring continued monitoring and intervention. Consistent attendance is particularly important in early childhood, as students develop foundational academic, language, social-emotional, and school-readiness skills.

Our campus will continue emphasizing the importance of daily attendance through the **Every Minute Counts** initiative, ongoing communication with families, attendance monitoring, recognition programs, and individualized outreach to families experiencing attendance challenges.

Staff Demographics and Experience

The School Overview dashboard identifies **14 scheduled teachers** at Pierce Early Childhood School. Teacher experience varies across the campus, with staff members representing multiple levels of professional experience and years of service within Irving ISD.

Our staff brings diverse professional experiences and instructional expertise to support students in general education, bilingual education, ESL, Head Start, tuition-based Prekindergarten, and Early Childhood Special Education programs.

Through collaborative planning, Professional Learning Communities (PLCs), instructional coaching, and ongoing professional development, our staff works collectively to ensure that all students receive high-quality, developmentally appropriate instruction.

Implications for Campus Planning

The demographic composition of Pierce Early Childhood School highlights the importance of intentional instructional planning, equitable access to resources, and meaningful family engagement.

With 86.4% of students identifying as Hispanic and 77.9% identified as economically disadvantaged, our campus recognizes the importance of culturally and linguistically responsive instructional practices, explicit vocabulary development, differentiated instruction, and strong family-school partnerships.

The addition of two full-day PK3 Head Start classrooms provides expanded opportunities for early learning, while our ECSE classrooms continue to support students with disabilities through specialized instruction and individualized services.

Attendance data also identifies an opportunity for continued improvement. With 10.1% of students identified as chronically absent, our campus will prioritize proactive attendance monitoring, early intervention, and family outreach to reduce barriers to consistent school attendance.

Pierce Early Childhood School remains committed to meeting the needs of the whole child through a safe, nurturing, inclusive, and language-rich learning environment. By analyzing demographic, attendance, and student performance data, we will continue identifying areas of need, allocating resources strategically, and strengthening instructional practices to support student success.

Our diverse student population is a strength that enriches our school community and reinforces our commitment to ensuring that **Every Journey Begins at Pierce!**

Strengths

Demographics – Strengths

2026–2027 School Year

One of the strengths of Pierce Early Childhood School is the diversity of our students, teachers, and staff. Our campus benefits from having bilingual and multilingual staff members who reflect the linguistic and cultural backgrounds of many of our students and families. This representation fosters positive relationships, strengthens communication, and creates a welcoming and inclusive school environment. Students and families have opportunities to connect with staff members who share similar languages, cultures, and experiences, allowing our educators to serve as positive role models and mentors.

Pierce students are exposed to a variety of cultures, races, languages, and abilities at an early age. These experiences promote acceptance, empathy, respect, and an appreciation for individual differences. Seven different languages are represented in the homes of our students, reinforcing the importance of culturally responsive teaching practices, language development, and effective family communication.

According to the 2026–2027 School Overview data, Pierce Early Childhood School currently serves **258 students**. Our student population is predominantly Hispanic (86.4%), followed by African American (5.8%), White (5.0%), Asian (0.8%), American Indian/ Alaska Native (0.8%), Native Hawaiian/Other Pacific Islander (0.8%), and students identifying with two or more races (0.4%). Additionally, **77.9% of our students are economically disadvantaged**, highlighting our continued commitment to providing equitable educational opportunities and resources for all learners.

Another strength of our campus is our commitment to promoting consistent student attendance. Our current year-to-date attendance rate is **95.9%**, reflecting the collaborative efforts of our staff and families to establish positive attendance habits during the early childhood years.

Chronic Absenteeism Trends

Historical chronic absenteeism data provides insight into attendance patterns and opportunities for continued improvement.

School Year	Students Meeting Membership Criteria	Students with 10% or More Absences	Chronic Absenteeism Rate
2024–2025	286	48	16.8%
2025–2026	289	50	17.3%
2026–2027 (Current)	31	3	9.7%

During the 2024–2025 school year, Pierce recorded a chronic absenteeism rate of 16.8%, which increased slightly to 17.3% during the 2025–2026 school year. Preliminary data for the 2026–2027 school year reflects a chronic absenteeism rate of 9.7% among students meeting the reporting criteria.

While the current data is encouraging, the 2026–2027 figures represent a partial school year and should not be directly compared to finalized annual rates. Continued monitoring will be essential to determine whether this improvement is sustained throughout the year.

Our campus continues to prioritize student attendance through the #EveryPandaEveryDay initiative, positive attendance recognition, consistent communication with families, and individualized outreach to address barriers to regular attendance. These efforts reinforce the importance of daily school attendance and its connection to academic achievement, language development, and social-emotional growth.

The expansion of our PK3 program through the addition of two full-day Head Start classrooms is another campus strength. This expansion increases opportunities for our youngest learners to participate in comprehensive early childhood instruction. Additionally, our three Early Childhood Special Education classrooms provide individualized services and specialized instructional support to students with diverse developmental and learning needs.

Our diverse student population, dedicated staff, expanded early childhood programming, and commitment to building strong family-school partnerships remain significant strengths of Pierce Early Childhood School. Through intentional instruction, equitable access to resources, and ongoing data analysis, we continue building a strong educational foundation for every student because **Every Journey Begins at Pierce!**

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Seven different languages are spoken in the homes of Pierce ECS students; however, campus communications and translation services are primarily provided in English and Spanish, creating potential language barriers for families who speak other languages.	The campus has not established a consistent process for identifying families' preferred languages and coordinating translation and interpretation services through available district resources to ensure equitable access to school information and opportunities for family engagement.
2 ★	The diverse academic, language, and developmental needs of students across PK3 and PK4 require more consistent implementation of differentiated instruction, targeted small-group instruction, and individualized learning supports to ensure equitable access to high-quality early childhood education.	Teachers need continued professional learning, coaching, and collaborative planning opportunities to effectively use student demographic information, developmental data, and ongoing assessments to differentiate instruction and address the needs of all learners, including emergent bilingual students and students receiving special education services.
3 ★	The chronic absenteeism rate at Pierce Early Childhood School increased from 16.8% in 2024-2025 to 17.3% in 2025-2026, indicating a continued need to improve consistent student attendance.	Campus attendance intervention processes have not consistently included early identification of attendance patterns, individualized family outreach, and systematic follow-up to address barriers to regular attendance.
4 ★	Approximately 77.9% of Pierce students are economically disadvantaged, highlighting the continued need to ensure equitable access to educational resources, family support services, and opportunities for school engagement.	Campus processes for identifying individual family needs, connecting families with available community resources, and monitoring the effectiveness of these supports are not consistently implemented across all programs.
5	Pierce serves families with diverse socioeconomic, cultural, and linguistic backgrounds; however, participation in school-sponsored family engagement opportunities is not consistently representative of the overall student population.	Campus family engagement planning has not consistently incorporated family feedback, preferred communication methods, language accessibility, and flexible participation opportunities to address barriers to involvement.

6	Pierce reduced its ECSE program from four classrooms to three for the 2026-2027 school year while continuing to serve students with diverse developmental and instructional needs.	Campus systems for coordinating specialized instructional resources, staff collaboration, and ongoing monitoring of student needs require continued refinement to support the revised ECSE classroom configuration.

★ = Priority

Student Learning

Summary

Student Learning – Academic Achievement

Pierce Early Childhood School is committed to providing all students with a strong academic, social, and emotional foundation that supports school readiness and a successful transition to kindergarten. Through high-quality, developmentally appropriate instruction, intentional learning experiences, and data-driven instructional practices, our campus strives to ensure that every student develops the foundational skills necessary for continued academic success.

District Accountability

For state accountability purposes, Pierce Early Childhood School is paired with Irving Independent School District (ISD). For the 2025–2026 school year, Irving ISD received an overall **C rating**, with a score of **78**, under the Texas Education Agency's (TEA) A–F accountability system. The district's reported performance across the three accountability domains was as follows:

- **Student Achievement:** 73
- **School Progress:** 79
- **Closing the Gaps:** 76

These results provide a districtwide perspective on student achievement, academic growth, and efforts to close performance gaps among student groups. At Pierce, our focus remains on building the foundational academic and social-emotional skills that contribute to students' long-term educational success.

2025–2026 PreK 4 CIRCLE Assessment Results

End-of-year CIRCLE assessment data reflects student performance across key early childhood learning indicators, including emergent literacy, oral language development, early writing, mathematics, and phonological awareness.

PreK 4 – English Assessment Results

Assessment Indicator	Proficient
Rapid Letter Naming	78%
Rapid Vocabulary	86%
Early Writing Skills	80%
Math Overall	92%
Phonological Awareness Overall	69%
Story Retell and Comprehension	79%

PreK 4 – Spanish Assessment Results

Assessment Indicator	Proficient
Rapid Letter Naming (Letras rápidas)	96%
Rapid Vocabulary (Vocabulario rápido)	100%
Early Writing Skills (Escritura temprana)	94%
Math Overall (Matemáticas)	92%
Phonological Awareness (Conciencia fonológica)	100%
Story Retell and Comprehension (Recontar y comprensión)	98%

The 2025–2026 CIRCLE results highlight several areas of strength in student learning. Students assessed in English demonstrated strong performance in mathematics (92%) and rapid vocabulary (86%). Students assessed in Spanish demonstrated particularly

strong performance in rapid vocabulary and phonological awareness, with 100% proficiency in both indicators, followed by story retell and comprehension (98%) and rapid letter naming (96%).

While these results reflect positive outcomes, opportunities for continued growth remain. English phonological awareness (69%), rapid letter naming (78%), and story retell and comprehension (79%) represent areas requiring additional instructional emphasis. Teachers will continue implementing explicit modeling, frequent opportunities for guided and independent practice, differentiated small-group instruction, and ongoing progress monitoring to strengthen foundational literacy skills.

2025–2026 PreK 3 CIRCLE Assessment Results

PreK 3 students were assessed in Story Retell and Comprehension, an important indicator of oral language development, listening comprehension, vocabulary acquisition, and early literacy readiness.

PreK 3 – English: Story Retell and Comprehension

- **86%** On Track
- **14%** Monitor
- **0%** Needs Support

PreK 3 – Spanish: Story Retell and Comprehension

- **78%** On Track
- **22%** Monitor
- **0%** Needs Support

PreK 3 assessment results indicate that a majority of students demonstrated age-appropriate story retell and comprehension skills by the end of the school year. Notably, no students assessed in either language fell within the Needs Support category. These outcomes reflect the campus's emphasis on purposeful language development, interactive read-alouds, meaningful conversations, and developmentally appropriate literacy experiences.

Although the majority of students performed On Track, the percentage of students in the Monitor category indicates a continued need for targeted language development opportunities, intentional vocabulary instruction, and differentiated support to strengthen comprehension and oral language skills.

Continuous Improvement and Instructional Priorities

Pierce Early Childhood School remains committed to continuous improvement through the Professional Learning Community (PLC) process. Teachers and instructional leaders regularly analyze CIRCLE assessment results, common formative assessments, and classroom performance data to identify student strengths, address learning gaps, and adjust instruction based on individual student needs.

Moving into the 2026–2027 school year, our campus will continue to prioritize emergent literacy development, with particular emphasis on phonological awareness, rapid letter naming, oral language development, and comprehension. Through explicit modeling, frequent practice, intentional small-group instruction, collaborative planning, and ongoing progress monitoring, Pierce will work to increase student proficiency across all early childhood learning indicators.

Our commitment to **#EveryPandaEveryDay** reinforces the importance of consistent attendance and meaningful daily learning experiences. By strengthening the connection between attendance, student engagement, and academic achievement, Pierce Early Childhood School will continue building a strong foundation for every learner's successful transition to kindergarten.

Strengths

Student Learning – Strengths (2025–2026)

At Pierce Early Childhood School, our staff works diligently to provide rigorous, developmentally appropriate instruction that meets the roup instruction, hands-on learning stations, purposeful play, and independent learning opportunities.

We recognize that young children learn best through exploration, meaningful interactions, explicit modeling, and frequent opportunities to practice newly acquired skills. Our classrooms provide nurturing, language-rich environments where students develop foundational literacy, numeracy, communication, and social-emotional skills. Through collaborative planning, ongoing progress monitoring, and differentiated instruction, teachers continuously adjust instruction to meet the diverse needs of our PK3

and PK4 learners.

Strengths

PK4 – 2025–2026

End-of-year CLI CIRCLE assessment data demonstrates strong student performance across several foundational learning areas.

- Rapid Vocabulary: 86% of students assessed in English and 100% of students assessed in Spanish achieved proficiency, demonstrating strong vocabulary development.
- Early Writing:
  80% of students assessed in English and 94% assessed in Spanish demonstrated proficiency in foundational writing skills.
- Mathematics:
  92% of students demonstrated proficiency, reflecting strong foundational numeracy and mathematical understanding.
- Social-Emotional Development:
  88% of students assessed in English and 91% assessed in Spanish achieved proficiency, reflecting progress in developing essen motional competencies.
- Rapid Letter Naming: 78% of students assessed in English and 96% assessed in Spanish demonstrated proficiency, indicating a strong foundation in letter recognition, particularly among students assessed in Spanish.

These results highlight the impact of intentional instruction, developmentally appropriate learning experiences, and consistent opportunities for students to apply their learning.

PK3 – 2025–2026

Our PK3 students continued developing foundational skills through intentional, play-based learning experiences, structured routines, language-rich instruction, and opportunities for hands-on exploration.

Teachers emphasized oral language development, early literacy, social-emotional learning, and foundational mathematics through explicit modeling, guided practice, and differentiated small-group instruction.

A continued emphasis on vocabulary development, listening comprehension, and story retelling supported students in building the communication and comprehension skills necessary for future academic success.

Overall Campus Strength

Pierce Early Childhood School continues to demonstrate a strong commitment to meeting the needs of every learner. Through collaborative planning, data-driven instructional decisions, targeted small-group instruction, and ongoing progress monitoring, teachers provide meaningful learning opportunities that support student growth and kindergarten readiness.

Our continued focus on developing emergent literacy skills, strengthening instructional practices, and providing frequent opportunities for students to practice and demonstrate their learning will guide our instructional priorities for the 2026–2027 school year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students who enroll at Pierce after the first semester may demonstrate gaps in foundational academic, language, and social-emotional skills, requiring additional instructional support to meet end-of-year PreK learning expectations.	The campus has not consistently implemented a standardized onboarding, initial skills assessment, and instructional intervention process for students enrolling after the first semester. This limits the timely identification of individual learning needs and implementation of targeted small-group instruction and progress monitoring.
2 ★	Some PreK students demonstrate difficulty with emotional regulation, self-management, and appropriate classroom behaviors, impacting their ability to participate consistently in instructional activities and positive peer interactions.	The campus has not consistently implemented and monitored explicit social-emotional instruction, Conscious Discipline strategies, and individualized behavior supports across all classrooms. Additional coaching and reinforcement are needed to ensure consistent modeling and practice of self-regulation skills.
3 ★	Although 92% of PK4 students demonstrated overall mathematics proficiency on the 2025-2026 CIRCLE assessment, 8% did not meet proficiency expectations, indicating a continued need for targeted support in foundational mathematics skills.	Instructional planning and intervention practices have not consistently included skill-specific analysis of CIRCLE mathematics data to identify learning gaps and provide differentiated, hands-on instruction, explicit modeling, and frequent opportunities for practice in whole-group and small-group settings.
4 ★	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.
5 ★	On the 2025-2026 CIRCLE assessment, 69% of PK4 students assessed in English demonstrated proficiency in phonological awareness, indicating that 31% had not yet met end-of-year proficiency expectations.	Phonological awareness instruction has not consistently incorporated explicit modeling, frequent guided practice, differentiated small-group instruction, and systematic progress monitoring to address individual student learning needs.

6

On the 2025-2026 CIRCLE assessment, 79% of PK4 students assessed in English demonstrated proficiency in story retell and comprehension. Additionally, 14% of PK3 students assessed in English and 22% assessed in Spanish were identified in the Monitor category for story retell and comprehension.

Oral language development and comprehension strategies have not been consistently embedded across daily instructional routines, including interactive read-alouds, intentional vocabulary instruction, structured student conversations, and differentiated opportunities for students to practice retelling and responding to questions.

★ = Priority

School Processes & Programs

Summary

School Processes and Programs

Pierce Early Childhood School | 2026–2027

Curriculum, Instruction, and Assessment

All Irving ISD Pre-Kindergarten 4 (PK4) classrooms utilize the SAVVAS curriculum resource to support instruction aligned with the Texas Prekindergarten Guidelines. This research-based resource incorporates developmentally appropriate instructional practices designed to strengthen foundational academic, language, social-emotional, and school readiness skills. Irving ISD also provides opportunities for Pre-K teachers to collaborate in district curriculum development, ensuring instructional resources reflect the needs of our youngest learners.

Pre-Kindergarten 3 (PK3) classrooms utilize the Frog Street curriculum to support the development of age-appropriate competencies through intentional, hands-on, play-based learning experiences. Both PK3 and PK4 classrooms emphasize explicit modeling, meaningful student practice, purposeful learning centers, small-group instruction, and opportunities for students to explore and apply new concepts.

At Pierce Early Childhood School, instructional decisions are driven by ongoing assessment and progress monitoring. In PK4, CIRCLE Assessment data is used to identify students who demonstrate proficiency, students requiring additional support, and students who would benefit from accelerated instruction in early literacy and mathematics. Teachers analyze assessment results to plan targeted instruction, differentiated small groups, and appropriate interventions.

In PK3, developmental assessments, including the CIRCLE Story Retell measure, provide information about students' oral language development and emerging comprehension skills. Teachers also utilize selected school readiness competencies and report card indicators to monitor student progress throughout the school year.

Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) assessment data, when available, are analyzed to identify learning trends, measure growth, and determine instructional priorities.

Pierce maintains a systematic approach to data analysis and instructional planning through the following structures:

- **Guiding Coalition and Purposeful Planning:** Campus-wide data discussions throughout the school year to identify trends, monitor campus goals, and determine instructional priorities.
- **Collaborative Team Time (CTT):** Weekly analysis of essential skills, student work, formative assessments, and progress-monitoring data to adjust instruction.
- **Individual Teacher Data Conferences:** At least two formal opportunities annually, during the fall and spring, to review student performance, identify instructional needs, and monitor progress toward student learning goals.
- **Targeted Instructional Support:** Differentiated small-group instruction, intervention, enrichment, and progress monitoring based on identified student needs.

Teachers collaborate weekly to develop lessons aligned with the Texas Prekindergarten Guidelines and district curriculum expectations. Instructional planning emphasizes developmentally appropriate rigor, student engagement, explicit modeling, guided practice, and independent opportunities for students to demonstrate learning.

Special education teachers utilize students' Individualized Education Programs (IEPs), alongside the Texas Prekindergarten Guidelines and appropriate curriculum resources, to design individualized instruction, implement accommodations, and monitor progress toward identified goals.

An ongoing campus priority is strengthening differentiated instruction for emergent bilingual students and students receiving special education services, including those participating in general education classrooms. Professional learning and instructional coaching will continue to emphasize language development, visual supports, scaffolding, intentional small-group instruction, and effective inclusion practices.

Professional Learning Communities and Continuous Improvement

Collaboration is foundational to the instructional culture at Pierce Early Childhood School. Our Collaborative Teams operate within the Professional Learning Community (PLC) framework to ensure that instructional decisions remain focused on student learning and continuous improvement.

Pierce was recognized as a Solution Tree Model PLC Campus in 2021. The campus continues to implement PLC practices that promote collective responsibility, collaborative problem-solving, and improved student outcomes.

The Guiding Coalition provides instructional leadership by supporting campus priorities, monitoring progress toward improvement goals, and strengthening collaborative practices across teams.

Our collaborative work is guided by the four essential PLC questions:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. How will we respond when students have not learned it?
4. How will we extend learning for students who have already demonstrated proficiency?

To maximize collaboration and maintain a focus on student learning, the Guiding Coalition utilizes structured agendas that identify meeting outcomes, time allocations, and assigned roles.

The campus continues to uphold the following collaborative norms:

- Assume positive intentions and actively participate while minimizing side conversations.
- Respect established time frames and follow the meeting agenda.
- Approach challenges with a solution-oriented mindset.
- Model professionalism, collaboration, and respectful communication.

These structures support consistent instructional expectations, shared accountability, and the effective implementation of campus improvement initiatives.

Teacher Recruitment, Selection, and Retention

Pierce Early Childhood School is committed to recruiting, selecting, developing, and retaining highly qualified educators who demonstrate a passion for early childhood education and a commitment to meeting the diverse needs of young learners.

Campus recruitment efforts are coordinated with Irving ISD Human Resources and include reviewing qualified applicants, participating in district recruitment opportunities, screening candidates, conducting campus-level interviews, and evaluating applicants based on instructional knowledge, early childhood experience, classroom management practices, and alignment with campus expectations.

Campus interview teams consider candidates' abilities to implement developmentally appropriate instruction, collaborate effectively, support diverse learners, and establish positive relationships with students and families.

Special consideration is given to candidates with experience in early childhood education, bilingual education, special education, and inclusive instructional practices.

Following selection, campus leadership supports new staff through orientation, mentoring, collaborative planning, instructional coaching, and ongoing professional learning. Teacher retention efforts emphasize supportive leadership, meaningful feedback, professional growth, staff recognition, and a positive campus culture.

Instructional Assistants and Professional Development

Instructional Assistants play an essential role in supporting student learning, classroom routines, individualized instruction, and the social-emotional development of young children.

Pierce Instructional Assistants have received professional learning related to Conscious Discipline and brain-based approaches to understanding behavior, emotional regulation, and positive classroom interactions. These strategies support staff in responding appropriately to students who are developing self-regulation skills.

Previous professional learning has also included play-based literacy activities, such as using playdough and other hands-on materials to strengthen early reading and language development.

During the 2026–2027 school year, campus professional learning will continue to emphasize developmentally appropriate instructional practices, positive behavior supports, student engagement, effective classroom routines, and strategies for supporting students with diverse learning needs.

Technology Integration and Digital Learning

Pierce Early Childhood School provides students and teachers with access to instructional technology that enhances learning and supports the development of foundational digital literacy skills.

Teachers have access to district-issued laptops, iPads, and interactive classroom displays to support lesson delivery, student engagement, instructional modeling, and differentiated learning experiences.

Students have access to assigned classroom iPads for developmentally appropriate instructional activities that reinforce early literacy, mathematics, language development, and other school readiness skills.

Technology integration is supported by the campus librarian, who also provides digital learning support, and a district campus technician shared among the early childhood schools.

Technology is intentionally incorporated into classroom instruction while maintaining an appropriate balance of hands-on exploration, play-based learning, collaborative interaction, and direct instruction.

School Safety, Security, and Emergency Preparedness

Providing a safe, secure, and nurturing learning environment is a priority at Pierce Early Childhood School. Because the campus serves children ages three and four, safety procedures emphasize active supervision, predictable routines, secure transitions, and age-appropriate behavioral expectations.

Campus safety is supported through district-established safety protocols, staff training, emergency preparedness procedures, and ongoing monitoring of campus operations.

Key safety practices include:

- Monitoring campus entrances and implementing established visitor identification and check-in procedures.
- Maintaining active adult supervision during arrival, dismissal, classroom transitions, recess, and other common activities.
- Utilizing established arrival and dismissal procedures to ensure students are released only to authorized individuals.
- Practicing required emergency drills and reviewing procedures with staff and students using developmentally appropriate language.
- Monitoring classrooms, hallways, playgrounds, and other learning environments for potential safety concerns.
- Communicating and addressing identified safety concerns through campus administration, district safety personnel, and established reporting procedures.

Campus administration reviews safety concerns, staff feedback, incident reports, and applicable district safety information to identify areas requiring additional supervision, procedural adjustments, or staff training.

When concerns are identified, campus leadership implements corrective actions, communicates expectations, and monitors the effectiveness of the response.

Bullying, Violence, and Substance-Use Prevention

As an early childhood campus, Pierce focuses on prevention through explicit instruction in social-emotional skills, positive relationships, self-regulation, conflict resolution, and appropriate peer interactions.

Although bullying, violence, and substance-related incidents are less typical among three- and four-year-old students, Pierce maintains preventive systems aligned with district policies and student safety expectations.

Prevention strategies include:

- Explicitly teaching kindness, empathy, personal boundaries, respectful interactions, and safe choices.
- Implementing Conscious Discipline and other developmentally appropriate social-emotional learning strategies.

- Teaching students to identify emotions, communicate needs, request adult assistance, and resolve conflicts appropriately.
- Providing consistent classroom expectations, visual supports, positive reinforcement, and structured routines.
- Maintaining active supervision to prevent unsafe behavior and respond promptly to peer conflicts.
- Partnering with the campus counselor, families, and appropriate district personnel when students demonstrate repeated or significant behavioral concerns.
- Following district procedures for reporting, investigating, documenting, and responding to suspected bullying, threats, violence, or prohibited substances.

Drug and substance-use prevention at the early childhood level emphasizes healthy choices, personal safety, recognizing unsafe items, and seeking assistance from trusted adults. Staff follow district policies regarding prohibited substances, medication safety, and reporting concerns.

The campus uses a proactive, instructional approach to behavior management, recognizing that young children are still developing the communication and self-regulation skills necessary to interact successfully with others.

Historical Bullying, Discipline, and Safety Data

Pierce Early Childhood School reviews available historical discipline, bullying, and safety information to identify patterns, evaluate preventive practices, and determine whether additional supports are needed.

Because Pierce serves only PK3 and PK4 students, campus safety analysis considers the developmental characteristics of early childhood learners and distinguishes between age-appropriate behavioral challenges and incidents that meet district definitions of bullying or other reportable misconduct.

Historical information is reviewed in conjunction with campus discipline documentation, administrative reports, safety concerns, and other applicable district records.

Historical Data to Include: Verified bullying incidents, serious discipline or violence incidents, substance-related incidents, and significant campus safety concerns for the 2023–2024, 2024–2025, and 2025–2026 school years.

Campus leadership will use these data to monitor trends, strengthen preventive systems, and identify opportunities to improve supervision, staff training, student support, and family communication.

Student Transitions and School Readiness

Pierce Early Childhood School recognizes that successful transitions are essential to the academic, social, and emotional development of young children.

The campus supports students and families as children enter school for the first time, transition from PK3 to PK4, and prepare to enter kindergarten.

Transition supports include:

- Providing opportunities for families to become familiar with campus expectations, procedures, and school routines.
- Establishing predictable classroom schedules, visual supports, and consistent arrival and dismissal procedures.
- Teaching independence, communication, self-help skills, and appropriate classroom behaviors.
- Using developmental and academic assessment data to identify students requiring additional support.
- Collaborating with families, teachers, special education personnel, and other support staff to address individual transition needs.
- Supporting kindergarten readiness through foundational literacy, mathematics, oral language, social-emotional learning, and independence skills.
- Coordinating with receiving elementary campuses and district personnel, as appropriate, to support the transition to kindergarten.

For students receiving special education services, transition planning incorporates IEP requirements, individualized supports, and collaboration among appropriate staff and families.

The goal is to ensure that every student enters the next educational setting with the foundational skills, confidence, and support needed for continued success.

College, Career, and Future Readiness

Although formal college and career readiness programming is not developmentally appropriate for PK3 and PK4 students, Pierce establishes the foundation for lifelong learning and future success.

Students are introduced to community helpers, occupations, and real-world roles through thematic instruction, read-alouds, dramatic play, classroom discussions, and hands-on learning experiences.

These activities help children develop an understanding of how individuals contribute to their communities while encouraging curiosity, creativity, communication, collaboration, and problem-solving.

The campus emphasizes early literacy, numeracy, self-regulation, independence, and positive learning behaviors as foundational skills that support future academic success.

At Pierce, we recognize that college, career, and life readiness begin with strong early childhood experiences that prepare students for kindergarten and beyond.

Dropout Prevention

Not Applicable (N/A): Pierce Early Childhood School serves only PK3 and PK4 students. Traditional dropout prevention, credit recovery, graduation monitoring, and high school completion programs do not apply to the campus.

However, Pierce supports long-term student success by establishing strong early academic foundations, promoting regular attendance, strengthening family engagement, and identifying students who may require additional academic, developmental, or social-emotional support.

These early intervention practices contribute to school readiness and support students' continued educational success.

Campus Commitment to Continuous Improvement

Pierce Early Childhood School remains committed to providing high-quality, developmentally appropriate educational experiences that address the academic, social, emotional, language, and developmental needs of every student.

Through collaborative planning, data-driven instruction, targeted professional learning, strong family partnerships, and consistent campus systems, we strive to ensure that all students demonstrate measurable growth and develop the foundational skills necessary for success in kindergarten and beyond.

Our continued focus on **Developing Emergent Literacy Skills** during the 2026–2027 school year will strengthen intentional instruction, differentiation, progress monitoring, and meaningful learning experiences across PK3 and PK4 classrooms.

Guided by our commitment to **#EveryPandaEveryDay**, we believe that **Every Journey Begins at Pierce**, and every child deserves a strong foundation for a successful educational journey.

Strengths

Curriculum, Instruction, and Professional Learning Communities

Pierce Early Childhood School utilizes a variety of research-based, developmentally appropriate curriculum resources, including SAVVAS and Frog Street, to support instruction aligned with the Texas Prekindergarten Guidelines. These resources are designed to promote academic, language, social-emotional, and developmental growth in our youngest learners. Frog Street incorporates Conscious Discipline strategies to support social-emotional learning, self-regulation, positive relationships, and appropriate classroom behaviors.

The Texas Prekindergarten Guidelines are intentionally addressed throughout the school year, with previously introduced skills spiraled into instruction to provide repeated opportunities for practice, reinforcement, and mastery. Curriculum resources, instructional expectations, and report card competencies are aligned to ensure consistency in teaching, learning, and assessment. Parents receive progress reports every six weeks that communicate their child's growth and development in essential school readiness skills.

Teachers utilize CIRCLE Assessment data to identify students who may be at risk of not meeting developmental benchmarks, monitor student progress, and plan differentiated instruction, targeted interventions, and enrichment opportunities. Assessment

results guide instructional decisions and support continuous improvement in student learning.

Pierce will continue strengthening its Professional Learning Community (PLC) practices by ensuring Collaborative Teams remain focused on identifying essential standards and skills, developing Common Formative Assessments (CFAs), analyzing student performance, and responding to individual learning needs. Data is reviewed regularly during Collaborative Team Time (CTT), Guiding Coalition meetings, staff meetings, and individual teacher data conferences. These collaborative structures promote shared accountability, informed instructional decisions, and opportunities to celebrate student growth and achievement across the campus.

Professional Learning Communities are an integral part of the instructional culture at Pierce. Teachers meet weekly during designated Collaborative Team Time and participate in district-designated PLC days throughout the school year. These opportunities allow teachers to engage in purposeful planning, analyze assessment data, share effective instructional practices, and develop targeted strategies to improve student outcomes.

Seesaw serves as the campus digital learning and communication platform, providing opportunities for students to engage in developmentally appropriate learning activities, demonstrate their understanding, and share their learning experiences with families. The platform strengthens school-to-home connections and allows parents to remain informed and engaged in their child's educational journey.

Through intentional curriculum alignment, collaborative planning, data-driven instruction, and meaningful family engagement, Pierce Early Childhood School remains committed to strengthening emergent literacy, promoting school readiness, and ensuring continuous growth for every student.

Every Journey Begins at Pierce!

2025–2026 Student Performance Data

The 2025–2026 CIRCLE End-of-Year (EOY) Assessment results provide evidence of student achievement and identify instructional priorities for the 2026–2027 school year.

Pierce Early Childhood School demonstrated strengths in early mathematics, vocabulary development, social-emotional learning, and early writing. Assessment results also identified opportunities to strengthen rapid letter naming, phonological av

These findings reinforce the campus's 2026-2027 instructional focus on Developing Emergent Literacy Skills, with an emphasis on explicit modeling, purposeful student practice, differentiated small-group instruction, and ongoing progress monitoring.

PK4 CIRCLE Assessment – 2025–2026 End-of-Year Results

Assessment Indicator	English Proficient	Spanish Proficient
Rapid Letter Naming	78%	96%
Rapid Vocabulary	86%	100%
Mathematics	92%	92%
Social-Emotional Skills	88%	91%
Early Writing	80%	94%
Phonological Awareness	69%	100%
Story Retell and Comprehension	79%	98%

Data Analysis and Instructional Response

The 2025-2026 EOY data indicate strong performance in several areas, particularly among students assessed in Spanish. Rapid Vocabulary and Phonological Awareness reached 100% proficiency in Spanish, while Rapid Letter Naming reached 96%, Early Writing reached 94%, and Story Retell and Comprehension reached 98%.

Students assessed in English demonstrated strengths in Mathematics (92%), Social-Emotional Skills (88%), and Rapid Vocabulary (86%). However, Phonological Awareness (69%), Rapid Letter Naming (78%), Story Retell and Comprehension (79%), and Early Writing (80%) remain areas for continued instructional improvement.

During the 2026-2027 school year, Collaborative Teams will use these findings to strengthen the identification of essential skills, develop common formative assessments, plan differentiated small-group instruction, and monitor student progress. Teachers will emphasize explicit modeling, frequent opportunities for student practice, intentional vocabulary development, and targeted early literacy instruction.

The Guiding Coalition will continue to monitor campus-wide assessment trends, celebrate student growth, and support instructional adjustments through ongoing data discussions.

These results support Pierce's commitment to Developing Emergent Literacy Skills and ensuring that every student builds a strong foundation for kindergarten readiness.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	General education teachers need additional support in consistently implementing differentiated instructional strategies, accommodations, and appropriate supports for special education students receiving inclusion services.	Campus systems for ongoing professional development, instructional modeling, collaborative planning between general education and special education teachers, and follow-up coaching need to be strengthened to ensure consistent implementation of effective inclusion practices.
2 ★	Student attendance is impacted by recurring illnesses and the need to strengthen developmentally appropriate health and hygiene practices among PK3 and PK4 students.	Campus-wide procedures for explicitly teaching and reinforcing hygiene routines, communicating illness-prevention practices to families, and monitoring attendance patterns need greater consistency to support student wellness and reduce preventable absences.
3	A significant number of PK3 students enter school with emerging oral language and communication skills, requiring additional instructional support to express their needs and participate fully in classroom learning.	Campus processes for early language screening, progress monitoring, timely referrals when appropriate, and targeted oral language instruction need to be strengthened to ensure students with communication needs are identified and supported consistently.
4 ★	Recruiting and retaining qualified early childhood teachers continues to be a challenge, impacting staffing stability and instructional continuity.	Campus recruitment and retention practices need to be strengthened through proactive candidate outreach, consistent interview and selection procedures, structured onboarding, mentoring, instructional coaching, and ongoing support for newly hired teachers.
5	Information and instructional decisions shared during Guiding Coalition meetings are not consistently communicated to all campus staff, resulting in gaps in communication and implementation.	The campus lacks a consistently implemented process for team leads to communicate Guiding Coalition decisions, document information shared with their teams, and provide follow-up when team leads are absent.

★ = Priority

Perceptions

Summary

School Processes and Programs – Strengths

Pierce Early Childhood School | 2026–2027 Campus Improvement Plan

Pierce Early Childhood School was recognized as a Model Professional Learning Community (PLC) in August 2021 and maintained this distinction through the 2025-2026 school year. Our campus continues to demonstrate a strong commitment to continuous improvement, collective responsibility, professional collaboration, and a shared focus on student learning. Through established systems and structures, staff members work collaboratively to ensure that every student receives high-quality, developmentally appropriate instruction in a safe, supportive, and engaging learning environment.

Professional Learning Communities and Shared Leadership

The Pierce Guiding Coalition serves as the campuswide leadership team, providing direction and support for the implementation, monito
riented thinking, and professional practices.

To maximize collaboration and accountability, Guiding Coalition meetings utilize structured agendas with designated time frames, clearl

Collaborative Teams meet weekly to identify essential standards, develop common formative assessments, analyze student performan
olving.

Professional learning is embedded throughout campus systems, including Collaborative Team meetings, instructional planning, coaching cycles, classroom walkthroughs, professional development, and ongoing feedback aligned with the Texas Teacher Evaluation and Support System (T-TESS). These structures promote a culture of continuous learning, instructional improvement, and shared accountability for student success.

Highly Qualified Staff and Professional Growth

Pierce Early Childhood School is supported by a dedicated and highly qualified staff with knowledge and experience in early childhood

The campus prioritizes the recruitment and retention of personnel who demonstrate an understanding of early childhood education, a c

Pierce has historically experienced relatively low staff turnover, contributing to consistency in instructional practices, positive relationsh

Campus administrators provide ongoing instructional support through T-
TESS walkthroughs, formal observations, coaching conversations, and individualized feedback. Teachers requiring additional assistanc

During the 2025-2026 school year, campus leadership strengthened instructional coaching practices by emphasizing classroom observations, actionable feedback, and professional learning aligned with identified instructional needs. These efforts contributed to measurable improvements in staff perceptions of feedback, coaching, and professional learning.

The Foundation of Pierce Early Childhood School

Mission

Pierce Early Childhood School exists to support all children's academic, social, emotional, and ethical development for lifelong success.

#EveryPandaEveryDay

Vision

To prepare our students for lifelong success, we envision a school in which all staff:

- Pursue continuous professional growth through collaboration, reflection, and meaningful professional development.
- Consistently assess student learning, analyze data, monitor progress, and utilize feedback to ensure growth for every student.

- Provide engaging, purposeful, and developmentally appropriate learning experiences.
- Build strong academic, social, and emotional foundations through differentiated instruction that responds to each child's individu

Collective Commitments

To achieve our shared vision, the staff at Pierce Early Childhood School commit to the following:

1. We will provide a consistent, inclusive, and nurturing learning environment that recognizes and supports students' academic, soc motional, linguistic, and cultural needs.
2. We will foster a positive school culture built on meaningful relationships, mutual respect, and collaboration among all stakeholde
3. We will support one another through honesty, open-mindedness, positive intentions, and a collective commitment to student success.
4. We will model positive attitudes, professional practices, strong values, and ethical behavior.
5. We will seek to understand each student's unique background, experiences, strengths, and needs while treating every child with
6. We will embrace change, remain solution-oriented, and focus our efforts on the practices and decisions within our control that positively impact student learning.

Schoolwide Instructional Focus: Developing Emergent Literacy Skills

For the 2026-2027 school year, Pierce Early Childhood School's instructional focus is developing emergent literacy skills and strengthening language development across PK3 and PK4 classrooms.

Teachers will intentionally incorporate research-based, developmentally appropriate instructional strategies that strengthen foundational literacy skills, oral language, vocabulary development, phonological awareness, letter recognition, and early writing.

Instructional priorities include:

- Explicit Modeling: Teachers clearly demonstrate new concepts and skills through intentional modeling, think-alouds, visual supports, and guided instruction.
- Purposeful Student Practice: Students receive frequent opportunities to practice newly introduced skills through hands-on activities, meaningful conversations, interactive lessons, and developmentally appropriate learning experiences.
- Differentiated Small-Group Instruction:
  Teachers use assessment data and classroom observations to provide targeted instruction aligned with students' individual lear
- Progress Monitoring:
  Teachers regularly analyze student performance using CIRCLE assessment data, common formative assessments, and classroo ased evidence to adjust instruction and provide timely interventions.
- Language-Rich Learning Environments:
  Teachers promote oral language development through intentional questioning, vocabulary instruction, read-alouds, peer interactions, and opportunities for students to communicate their thinking.

These instructional practices will be reinforced through Collaborative Team planning, classroom walkthroughs, instructional coaching cycles, and professional learning opportunities. Campus leadership will monitor implementation and student progress to ensure alignment with Campus Improvement Plan goals.

Family and Community Engagement

Pierce Early Childhood School recognizes families and community members as essential partners in supporting student learning, develo

Since establishing its Parent Teacher Organization (PTO) during the 2022-2023 school year, the campus has continued to strengthen family-school partnerships and expand opportunities for meaningful parent participation.

Monthly PTO meetings, All Pro Dads activities, parent education opportunities, family literacy events, campus celebrations, and volunte

The campus also collaborates with community partners to provide additional resources and support for students, families, and staff. These partnerships help address academic, social-emotional, and family needs while strengthening the connection between the school and the broader community.

Pierce remains committed to increasing family participation, strengthening two-way communication, and ensuring that all families

feel welcomed, valued, and connected to their child's educational journey.

2025–2026 Panorama Staff Survey Results

Results from the 2025-2026 Panorama Employee Survey demonstrate measurable improvement across all seven surveyed categories between Fall 2025 and Spring 2026.

Survey Category	Fall 2025	Spring 2026	Change
Feedback and Coaching	57%	83%	+26
Professional Learning	56%	72%	+16
Staff-Leadership Relationships	60%	71%	+11
School Leadership	57%	70%	+13
Evaluation	59%	63%	+4
Student Behavior	58%	63%	+5
Staff Well-being	55%	61%	+6

Source: Panorama Employee Survey, Fall 2025 and Spring 2026, page 2. Results represent percentage favorable; changes are expressed in percentage points.

Staff Survey Strengths and Areas for Continued Growth

Spring 2026 Panorama Teacher Survey results reflect significant progress in strengthening professional learning, instructional feedback, and campus leadership practices.

The greatest improvement occurred in Feedback and Coaching, which increased from 57% favorable in Fall 2025 to 83% in Spring 2026 ercentage-point increase. Professional Learning increased from 56% to 72%, a 16-percentage-point improvement. Both categories scored above the 90th percentile nationally, reflecting positive staff perceptions of the campus's p

Additionally, 90% of responding teachers reported receiving frequent feedback, while 90% indicated that the feedback they received was thorough. These results suggest that consistent classroom walkthroughs, individualized coaching conversations, and ongoing instructional feedback are positively influencing staff perceptions of professional support.

Perceptions of campus leadership also improved. Staff-Leadership Relationships increased from 60% to 71%, while School Leadership increased from 57% to 70%. These improvements reflect progress in strengthening communication, instructional leadership, and collaborative campus practices.

Although all seven survey categories demonstrated growth, the results also identified opportunities for continued improvement. Staff Well-being received a 61% favorable rating, while Evaluation and Student Behavior each received 63%. These findings indicate a need for continued attention to staff support, workload management, student behavior systems, and clarity in evaluation practices.

Additional survey findings revealed that 50% of responding teachers expressed favorable perceptions of trust between teachers and school leadership, and 50% reported having substantial input into important school decisions. These results highlight opportunities to strengthen shared decision-making, transparency, staff voice, and professional trust.

For the 2026-2027 school year, campus leadership and the Guiding Coalition will use these findings to guide intentional improvement efforts, including strengthening communication, expanding opportunities for staff input, reinforcing consistent evaluation practices, and supporting staff well-being.

The campus will continue to monitor staff perceptions through survey results, collaborative discussions, and ongoing feedback to evalu

Continuous Improvement and Commitment to Excellence

Pierce Early Childhood School's established PLC structures, dedicated staff, collaborative leadership practices, and commitment to data riven instruction provide a strong foundation for continuous improvement.

The 2025-2026 Panorama survey results demonstrate encouraging progress in professional learning, coaching, and leadership practices while identifying areas that require continued attention. Moving forward, the campus will build upon these strengths by maintaining effective instructional systems, strengthening relationships, supporting staff well-being, and ensuring that all voices contribute to campus improvement.

Our mission, vision, and collective commitments will continue to guide our work as we focus on developing emergent literacy skills, supp

At Pierce, we believe that every child deserves a strong foundation, every staff member deserves meaningful support, and every family

Strengths

School Processes and Programs – Professional Learning, Family Engagement, and Community Partnerships Professional Learning Communities and Collaborative Practices

Pierce Early Childhood School maintains a strong commitment to continuous improvement through the implementation of structured Professional Learning Communities (PLCs). Teachers participate in weekly Collaborative Team Meetings (CTTs) and utilize designated PLC days throughout the school year to collaboratively plan instruction, analyze student performance data, identify essential standards, develop common formative assessments, and implement targeted instructional strategies. These collaborative practices promote collective responsibility for student achievement and ensure that instructional decisions are driven by student learning needs.

Our Guiding Coalition, composed of campus instructional leaders and teacher representatives, supports the implementation and monitoring of campus instructional priorities. Through ongoing collaboration, data analysis, and professional learning, the team strengthens instructional practices and promotes a culture of shared leadership and continuous improvement.

Parent and Family Engagement

Pierce Early Childhood School recognizes that strong partnerships between families and the school are essential to student success. During Parent Orientation and Title I meetings, the administrative team provides families with information about opportunities to become actively involved in the school community. Parents are introduced to the Parent Teacher Organization (PTO), campus volunteer opportunities, and district requirements, including mandatory background checks for individuals interested in volunteering on campus.

Volunteer opportunities are communicated throughout the school year during PTO meetings, family engagement events, and monthly parent newsletters. The campus continues to strengthen communication and outreach efforts to increase family participation and encourage meaningful partnerships that support student learning and school improvement.

Professional Development and Staff Capacity Building

Pierce Early Childhood School is committed to providing ongoing, high-quality professional development opportunities for both professional and paraprofessional staff. These learning experiences are designed to strengthen instructional practices, enhance classroom environments, and support the academic, language, and social-emotional development of our youngest learners.

Teachers engage in continuous professional learning through Collaborative Team Meetings, PreK in Action sessions, instructional coaching cycles, classroom walkthroughs, and district professional development opportunities. These structures provide opportunities for teachers to collaborate, reflect on instructional practices, analyze student learning, and implement research-based strategies aligned with developmentally appropriate instruction.

Instructional assistants also participate in professional development designed to strengthen their effectiveness in supporting classroom instruction and student engagement. During the 2022–2023 school year, instructional assistants and their classroom partner teachers participated in Capturing Kids' Hearts training to strengthen positive classroom relationships and social-emotional learning practices. Instructional assistants also received Conscious Discipline Brain Research training to develop a deeper understanding of emotional regulation and strategies for supporting students with behavioral and social-emotional needs. Additional training focused on engaging young learners through purposeful, play-based literacy activities, including hands-on playdough experiences that promote early reading and language development.

To further strengthen our PLC practices, three Guiding Coalition team leads and campus administrators attended Solution Tree's *Amplify Impact: Coaching Collaborative Teams in PLCs at Work* training during the 2023–2024 school year. The remaining Guiding Coalition members participated in the same training during the 2024–2025 school year. This professional learning strengthened the team's capacity to facilitate effective collaborative meetings, provide instructional coaching, and support teacher growth through evidence-based practices.

Our campus continues to build upon these professional learning experiences by emphasizing explicit modeling, frequent opportunities for student practice, purposeful small-group instruction, and positive, well-managed learning environments. Through ongoing coaching, collaboration, and reflection, staff members work collectively to implement effective instructional practices that support student growth and achievement.

Pierce Early Childhood School has developed instructional leaders with expertise in early childhood content areas, developmentally appropriate practices, and effective instructional strategies. These leaders support their colleagues through

collaboration, modeling, and shared professional learning. This commitment to developing leadership capacity strengthens instruction across classrooms and supports our goal of fostering confident, independent, and lifelong learners.

Shared Leadership and Staff Involvement

Pierce Early Childhood School values the perspectives and expertise of both teachers and support staff in campus decision-making processes. Professional and paraprofessional staff members are invited to participate in interview committees and contribute to identifying the qualities, instructional competencies, and professional characteristics that align with our campus mission, values, and commitment to early childhood education.

This collaborative approach promotes shared ownership, strengthens campus culture, and supports the selection of highly qualified individuals who demonstrate a commitment to meeting the diverse needs of our students and families.

Community Partnerships

Pierce Early Childhood School values the contributions of community organizations, local businesses, and district partners who help strengthen our school community. These partnerships provide valuable resources, enrichment opportunities, and support for students, families, and staff.

Our community partners include:

- **Westfork Village:** Provides clothing and book donations for students and families and supports staff recognition and appreciation activities at the beginning of the school year and during Teacher Appreciation Week.
- **Senior Heritage Center:** Supports families through an Angel Tree initiative in which community members select students and purchase holiday gifts.
- **Irving High School Student Council:** Participates in student adoption projects by purchasing holiday gifts for Pierce students.
- **Singley Academy High School Student Council:** Supports students and families through holiday student adoption projects and gift donations.
- **Nimitz High School Career and Technical Education (CTE) Students:** Provides opportunities for high school students interested in pursuing careers in education to volunteer in early childhood classrooms, gaining firsthand experience working with young learners.

These partnerships reflect the strong sense of community surrounding Pierce Early Childhood School and demonstrate a shared commitment to supporting the academic, social-emotional, and personal well-being of our students and families.

Commitment to Continuous Improvement

Through strong Professional Learning Communities, intentional staff development, shared leadership, meaningful family engagement, and supportive community partnerships, Pierce Early Childhood School continues to strengthen its systems and practices to meet the needs of all learners.

Our campus remains committed to providing high-quality, developmentally appropriate educational experiences that foster academic growth, social-emotional development, independence, and a lifelong love of learning. By working collaboratively with staff, families, and community partners, we strive to ensure that **#EveryPandaEveryDay** has the opportunity to learn, grow, and succeed.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	PTO meeting attendance remained low, with only 5-6 members attending meetings consistently throughout the school year.	The campus has not established a consistent, targeted outreach and follow-up process to recruit families, communicate the purpose and benefits of PTO participation, and provide flexible opportunities for involvement.
2	During the 2025-2026 school year, multiple MTSS meetings were conducted to address student behavioral concerns and identify appropriate interventions and supports. As an early childhood campus, traditional disciplinary measures such as referrals, suspensions, and expulsions are not utilized.	The campus has not established a consistent, schoolwide system for implementing, monitoring, and reinforcing Conscious Discipline strategies and developmentally appropriate behavior interventions across all classrooms to support students' social-emotional development and positive classroom behaviors.
3 ★	Parent volunteer participation remained limited, with only 2-5 parents consistently volunteering on campus throughout the school year.	The campus lacks a systematic process for regularly communicating volunteer opportunities, personally inviting families to participate, and providing flexible options that accommodate varying family schedules and availability.
4	Family participation and attendance at campus-hosted events remain low.	The campus has not established a consistent, proactive communication and outreach process to promote family events through multiple channels, provide timely reminders, and encourage participation among all families.

★ = Priority

Professional Development Implementation

Summary

Pierce is a Professional Learning Community. Through weekly Collaborative Team time, after school on Wednesdays, and a variety of learning opportunities both before and after school and during planning periods, Pierce staff are provided a variety of professional learning opportunities. Many staff members will attend outside adult learning opportunities through Region X and other providers and then return to Pierce to share their learning with the rest of the staff. Topics for growth include: Literacy, Math, Differentiation, Special Education strategies, English Language Learning strategies, behavior strategies and general early childhood learning strategies. Emphasis will be on our vision, which involves developing a love of learning, which means professional development should focus on brain-based strategies to engage students in age-appropriate learning. Implementation of professional learning will be monitored through walk throughs and student work.

Strengths

Pierce staff are eager to learn new strategies and share them with each other. This Professional Learning Community environment ensures that our students are receiving the best practices in instruction and teachers who are focused on engaging learning experiences. Each year our PD covers the 10 domains of the Pre K Guidelines, which aligns with requirements from the HB 4 Law.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students who enroll at Pierce after the first semester may demonstrate gaps in foundational academic, language, and social-emotional skills, requiring additional instructional support to meet end-of-year PreK learning expectations.	The campus has not consistently implemented a standardized onboarding, initial skills assessment, and instructional intervention process for students enrolling after the first semester. This limits the timely identification of individual learning needs and implementation of targeted small-group instruction and progress monitoring.
2 ★	Although 92% of PK4 students demonstrated overall mathematics proficiency on the 2025-2026 CIRCLE assessment, 8% did not meet proficiency expectations, indicating a continued need for targeted support in foundational mathematics skills.	Instructional planning and intervention practices have not consistently included skill-specific analysis of CIRCLE mathematics data to identify learning gaps and provide differentiated, hands-on instruction, explicit modeling, and frequent opportunities for practice in whole-group and small-group settings.
3 ★	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.
4 ★	Student attendance is impacted by recurring illnesses and the need to strengthen developmentally appropriate health and hygiene practices among PK3 and PK4 students.	Campus-wide procedures for explicitly teaching and reinforcing hygiene routines, communicating illness-prevention practices to families, and monitoring attendance patterns need greater consistency to support student wellness and reduce preventable absences.
5 ★	Recruiting and retaining qualified early childhood teachers continues to be a challenge, impacting staffing stability and instructional continuity.	Campus recruitment and retention practices need to be strengthened through proactive candidate outreach, consistent interview and selection procedures, structured onboarding, mentoring, instructional coaching, and ongoing support for newly hired teachers.

6

Parent volunteer participation remained limited, with only 2-5 parents consistently volunteering on campus throughout the school year.

The campus lacks a systematic process for regularly communicating volunteer opportunities, personally inviting families to participate, and providing flexible options that accommodate varying family schedules and availability.

7

General education teachers need additional support in consistently implementing differentiated instructional strategies, accommodations, and appropriate supports for special education students receiving inclusion services.

Campus systems for ongoing professional development, instructional modeling, collaborative planning between general education and special education teachers, and follow-up coaching need to be strengthened to ensure consistent implementation of effective inclusion practices.

8

Approximately 77.9% of Pierce students are economically disadvantaged, highlighting the continued need to ensure equitable access to educational resources, family support services, and opportunities for school engagement.

Campus processes for identifying individual family needs, connecting families with available community resources, and monitoring the effectiveness of these supports are not consistently implemented across all programs.

9

The chronic absenteeism rate at Pierce Early Childhood School increased from 16.8% in 2024-2025 to 17.3% in 2025-2026, indicating a continued need to improve consistent student attendance.

Campus attendance intervention processes have not consistently included early identification of attendance patterns, individualized family outreach, and systematic follow-up to address barriers to regular attendance.

10

Seven different languages are spoken in the homes of Pierce ECS students; however, campus communications and translation services are primarily provided in English and Spanish, creating potential language barriers for families who speak other languages.

The campus has not established a consistent process for identifying families' preferred languages and coordinating translation and interpretation services through available district resources to ensure equitable access to school information and opportunities for family engagement.

11

On the 2025-2026 CIRCLE assessment, 69% of PK4 students assessed in English demonstrated proficiency in phonological awareness, indicating that 31% had not yet met end-of-year proficiency expectations.

Phonological awareness instruction has not consistently incorporated explicit modeling, frequent guided practice, differentiated small-group instruction, and systematic progress monitoring to address individual student learning needs.

12 ★

The diverse academic, language, and developmental needs of students across PK3 and PK4 require more consistent implementation of differentiated instruction, targeted small-group instruction, and individualized learning supports to ensure equitable access to high-quality early childhood education.

Teachers need continued professional learning, coaching, and collaborative planning opportunities to effectively use student demographic information, developmental data, and ongoing assessments to differentiate instruction and address the needs of all learners, including emergent bilingual students and students receiving special education services.

13 ★

Some PreK students demonstrate difficulty with emotional regulation, self-management, and appropriate classroom behaviors, impacting their ability to participate consistently in instructional activities and positive peer interactions.

The campus has not consistently implemented and monitored explicit social-emotional instruction, Conscious Discipline strategies, and individualized behavior supports across all classrooms. Additional coaching and reinforcement are needed to ensure consistent modeling and practice of self-regulation skills.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ HB3 Goal

Increase the percentage of PK4 students who are Proficient in Rapid Letter Naming on the Circle Assessment (testing in English) from 78% to 80% and (testing in Spanish) from 96% to 96% by May 2027.

Evaluation Data Source: Common Formative & Summative Assessment Data
PLC Essential Standards Data
Circle Progress Monitoring Data

Strategy 1

PK 4 Teachers will focus on teaching letter naming to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on letter naming mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build rapid letter naming.

Strategy's Expected Result/Impact: Students will know 20 letters in preparation for Kindergarten. The expected results include the exact English (80%) and Spanish (96%) proficiency targets.

Staff Responsible for Monitoring: PK4 Teachers

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: Instructional Materials and Resources 211 - Title I-A, 6399, $1,630, Instructional Materials and Resources 199 - General Funds, 6399, $7,615

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The diverse academic, language, and developmental needs of students across PK3 and PK4 require more consistent implementation of differentiated instruction, targeted small-group instruction, and individualized learning supports to ensure equitable access to high-quality early childhood education.	Teachers need continued professional learning, coaching, and collaborative planning opportunities to effectively use student demographic information, developmental data, and ongoing assessments to differentiate instruction and address the needs of all learners, including emergent bilingual students and students receiving special education services.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Performance Objective 2 ☑ HB3 Goal

Increase the percentage of PK4 students who are Proficient in Rapid Vocabulary on the Circle Assessment (testing in English) from 86% to 87% and (testing in Spanish) from 100% to 100% by May 2027.

Evaluation Data Source: Essential Standard Data
Common Formative & Summative Assessment Data
Circle Progress Monitoring Data

Strategy 1

PK 4 Teachers will focus on rapid vocabulary to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on rapid vocabulary mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build rapid vocabulary skills.

Strategy's Expected Result/Impact: Students will be successful on the Circle Assessment in rapid vocabulary skills in preparation for Kindergarten.

Staff Responsible for Monitoring: PK4 Teachers

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: 199 - General Funds,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The diverse academic, language, and developmental needs of students across PK3 and PK4 require more consistent implementation of differentiated instruction, targeted small-group instruction, and individualized learning supports to ensure equitable access to high-quality early childhood education.	Teachers need continued professional learning, coaching, and collaborative planning opportunities to effectively use student demographic information, developmental data, and ongoing assessments to differentiate instruction and address the needs of all learners, including emergent bilingual students and students receiving special education services.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Performance Objective 3

Increase the percentage of PK4 students who are Proficient in Math on the Circle Assessment (testing in English) from 92% to 93% by May 2027.

Evaluation Data Source: Essential Standard Data
Common Formative & Summative Assessment Data
Circle Progress Monitoring Data

Strategy 1

PK 4 Teachers will focus on teaching math skills to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on math skills. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build math skills.

Strategy's Expected Result/Impact: PK4 students will be kindergarten-ready in Math.

Staff Responsible for Monitoring: PK4 Teachers

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Although 92% of PK4 students demonstrated overall mathematics proficiency on the 2025-2026 CIRCLE assessment, 8% did not meet proficiency expectations, indicating a continued need for targeted support in foundational mathematics skills.	Instructional planning and intervention practices have not consistently included skill-specific analysis of CIRCLE mathematics data to identify learning gaps and provide differentiated, hands-on instruction, explicit modeling, and frequent opportunities for practice in whole-group and small-group settings.

Performance Objective 4 ☑ HB3 Goal

Increase the percentage of PK4 students who are Proficient in Phonological Awareness on the CIRCLE assessment (testing in English) from 69% to 70% and (testing in Spanish) from 100% to 100% by May 2027.

Evaluation Data Source: Common Formative & Summative Assessment Data
PLC Essential Standards Data
Circle Progress Monitoring Data

Strategy 1

PK 4 Teachers will focus on teaching phonological awareness to mastery and record data in their Essential Skill documents in collaboration with Early Childhood Special Education teachers, whose students also focus on phonological awareness mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build phonological awareness.

Strategy's Expected Result/Impact: Students will be proficient in phonological awareness skills in order to be ready for Kindergarten.

Staff Responsible for Monitoring: PK4 Teachers

Problem Statements: Student Learning 4, 5

Funding Sources: 199 - General Funds,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.
5	On the 2025-2026 CIRCLE assessment, 69% of PK4 students assessed in English demonstrated proficiency in phonological awareness, indicating that 31% had not yet met end-of-year proficiency expectations.	Phonological awareness instruction has not consistently incorporated explicit modeling, frequent guided practice, differentiated small-group instruction, and systematic progress monitoring to address individual student learning needs.

Performance Objective 5

Increase the percentage of growth of students in Rapid Letter, Rapid Vocabulary, and Math on the Circle Assessment by 67% or above by May 2027.

Evaluation Data Source: Common Formative & Summative Assessment Data
PLC Essential Standards Data
Circle Progress Monitoring Data

Strategy 1

1302

PK 4 Teachers will focus on teaching phonological awareness to mastery and record data in their Essential Skill documents in collaboration with Early Childhood Special Education teachers, whose students also focus on phonological awareness mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build phonological awareness.

Strategy's Expected Result/Impact: Students will be proficient in phonological awareness skills in order to be ready for Kindergarten.

Staff Responsible for Monitoring: PK4 Teachers

Problem Statements: Demographics 2 - Student Learning 3, 4

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The diverse academic, language, and developmental needs of students across PK3 and PK4 require more consistent implementation of differentiated instruction, targeted small-group instruction, and individualized learning supports to ensure equitable access to high-quality early childhood education.	Teachers need continued professional learning, coaching, and collaborative planning opportunities to effectively use student demographic information, developmental data, and ongoing assessments to differentiate instruction and address the needs of all learners, including emergent bilingual students and students receiving special education services.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Although 92% of PK4 students demonstrated overall mathematics proficiency on the 2025-2026 CIRCLE assessment, 8% did not meet proficiency expectations, indicating a continued need for targeted support in foundational mathematics skills.	Instructional planning and intervention practices have not consistently included skill-specific analysis of CIRCLE mathematics data to identify learning gaps and provide differentiated, hands-on instruction, explicit modeling, and frequent opportunities for practice in whole-group and small-group settings.

4	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Performance Objective 6 ☑ HB3 Goal

By May 2027, 90% of PK3 students will be Proficient on the District Common Assessment.

Evaluation Data Source: Common Formative & Summative Assessment Data
PLC Essential Standards Data
CIRCLE Progress Monitoring Data

Strategy 1

Collaborative teams will develop targeted learning activities and Common Formative Assessments to track data on early literacy skills every 6 weeks that focus on PK3 Essential Skills.

Strategy's Expected Result/Impact: Students will be at a proficient level in order to be ready for PK4.

Staff Responsible for Monitoring: PK3 Teachers

Problem Statements: Student Learning 4 - School Processes & Programs 4

Funding Sources: 199 - General Funds,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.	It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year. Parent trainings that address strategies to use at home for social emotional learning will be provided to parents in order to transfer skills from the classroom to home.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Recruiting and retaining qualified early childhood teachers continues to be a challenge, impacting staffing stability and instructional continuity.	Campus recruitment and retention practices need to be strengthened through proactive candidate outreach, consistent interview and selection procedures, structured onboarding, mentoring, instructional coaching, and ongoing support for newly hired teachers.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 17 % to 16% by May 2027.
Decrease the number and percentage of ECSE students from _% to _% by May 2027.

Evaluation Data Source: PEIMS Attendance and Chronic Absenteeism Reports
Weekly and Six-Weeks Attendance Reports
Student Attendance Data Disaggregated by Student Group
Campus Attendance Intervention and Parent Contact Log

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Implement the campuswide #EveryPandaEveryDay attendance initiative to promote consistent school attendance through family communication, student recognition, and attendance incentives.
Monitor attendance weekly and review chronic absenteeism data every six weeks to identify students and student groups requiring targeted support.
Collaborate with families, the attendance clerk, counselor, and administrators to identify attendance barriers and implement individualized interventions.

Strategy's Expected Result/Impact: A reduction in the overall campus chronic absenteeism rate and a reduction in chronic absenteeism among the identified most-marginalized student group by May 2027.

Staff Responsible for Monitoring: Attendance Committee

Problem Statements: Demographics 3 - School Processes & Programs 2

Funding Sources: Attendance Student Incentives 199 - General Funds, 6499 - Student Incentives, $1,197.99

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	The chronic absenteeism rate at Pierce Early Childhood School increased from 16.8% in 2024-2025 to 17.3% in 2025-2026, indicating a continued need to improve consistent student attendance.	Campus attendance intervention processes have not consistently included early identification of attendance patterns, individualized family outreach, and systematic follow-up to address barriers to regular attendance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student attendance is impacted by recurring illnesses and the need to strengthen developmentally appropriate health and hygiene practices among PK3 and PK4 students.	Campus-wide procedures for explicitly teaching and reinforcing hygiene routines, communicating illness-prevention practices to families, and monitoring attendance patterns need greater consistency to support student wellness and reduce preventable absences.

Performance Objective 2

Increase the percentage of PK4 students who are Proficient in Social-Emotional Behaviors on the Circle assessment (testing in English) from 88% to 90% and students testing in Spanish from 91% to 91% by May 2027.

Evaluation Data Source: CLI CIRCLE BOY, MOY, and EOY Assessment Data
CIRCLE Social and Emotional Behaviors Progress Monitoring Reports
PK4 Report Cards
MTSS Documentation and Intervention Data
Classroom Walkthrough and Observation Data

Strategy 1

Implement Conscious Discipline strategies, explicit social-emotional instruction, and consistent classroom routines to strengthen students' self-regulation, emotional awareness, and positive peer interactions.
Conduct MTSS meetings with campus and district specialists to identify students requiring additional social-emotional and behavioral support and develop targeted interventions.
Review CIRCLE Social and Emotional Behaviors data during Collaborative Team Meetings and Guiding Coalition meetings to monitor progress, identify instructional needs, and adjust interventions.

Strategy's Expected Result/Impact: An increase in the percentage of PK4 students demonstrating proficiency in Social and Emotional Behaviors on the CIRCLE Assessment in both English and Spanish, supporting kindergarten readiness.

Staff Responsible for Monitoring: Teachers
Counselor
Academic Specialist
Administrators
Counselor

Problem Statements: Demographics 3 - Student Learning 2

Funding Sources: SEL Materials and Resources 199 - General Funds, 6399 - General Supplies, $654.98

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

MTSS meetings will be held with campus and district experts focusing on instruction and intervention strategies for struggling students.

Strategy's Expected Result/Impact: 90% of PreK students will be Proficient in Social Emotional Behaviors on the Circle assessment in preparation for Kindergarten.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 2

Funding Sources: 199 - General Funds,

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	The chronic absenteeism rate at Pierce Early Childhood School increased from 16.8% in 2024-2025 to 17.3% in 2025-2026, indicating a continued need to improve consistent student attendance.	Campus attendance intervention processes have not consistently included early identification of attendance patterns, individualized family outreach, and systematic follow-up to address barriers to regular attendance.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Some PreK students demonstrate difficulty with emotional regulation, self-management, and appropriate classroom behaviors, impacting their ability to participate consistently in instructional activities and positive peer interactions.	The campus has not consistently implemented and monitored explicit social-emotional instruction, Conscious Discipline strategies, and individualized behavior supports across all classrooms. Additional coaching and reinforcement are needed to ensure consistent modeling and practice of self-regulation skills.

Performance Objective 3

The campus will attract, develop, and maintain educators committed to students by attending all job fair opportunities held by the district. Once new teachers are hired, they will be assigned effective mentors for the first two years. The campus will continue the Professional Learning Community (PLC) process to ensure there is collaboration of teachers for embedded professional development.

Evaluation Data Source: HR invites to job fair opportunities
District Connect-Ed Mentoring Program
Collaboration Team Time Agendas

Strategy 1

Ensure that all new teachers are supported during their first and second year of teaching by doing the following:
Assign an experienced and trained mentor for support
Academic specialist support will be provided via check ins, modeling, providing any instructional material needed, collaboration in creating intense RTI plans for students
Team leads will support new teachers with embedded professional development during collaborative team time.
Administrative check-ins for additional supports needed

Strategy's Expected Result/Impact: All teachers will receive supports needed throughout the school year, with a targeted focus on new teachers.

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 1, 4

Funding Sources: 199 - General Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	General education teachers need additional support in consistently implementing differentiated instructional strategies, accommodations, and appropriate supports for special education students receiving inclusion services.	Campus systems for ongoing professional development, instructional modeling, collaborative planning between general education and special education teachers, and follow-up coaching need to be strengthened to ensure consistent implementation of effective inclusion practices.
4	Recruiting and retaining qualified early childhood teachers continues to be a challenge, impacting staffing stability and instructional continuity.	Campus recruitment and retention practices need to be strengthened through proactive candidate outreach, consistent interview and selection procedures, structured onboarding, mentoring, instructional coaching, and ongoing support for newly hired teachers.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, Pierce Early Childhood School will increase family engagement and participation by providing at least one parent involvement activity each month focused on academic learning, social-emotional development, or school-community connections. The campus will promote meaningful family participation through accessible resources, timely communication, and inclusive opportunities that strengthen home-school partnerships and support student success.

Evaluation Data Source: Monthly Parent Involvement Activity Calendar
Parent Event Sign-In Sheets and Participation Records
Parent Surveys and Feedback
Campus Newsletters and Family Communication Logs
Parent Involvement Documentation and Event Evaluations

Strategy 1

Pierce Early Childhood School will provide at least one parent involvement activity each month to strengthen family-school partnerships and empower parents/guardians to actively support their child's academic, language, social-emotional, and developmental growth. The campus will ensure families have access to meaningful engagement opportunities, developmentally appropriate learning resources, and consistent, timely communication.

To support this strategy, the campus will provide the following resources and opportunities:
Monthly Parent Involvement Activities: Host at least one activity each month focused on academic learning, social-emotional development, parenting resources, or family-school connections.
At-Home Learning Resources: Provide access to ReadyRosie, SAVVAS, Frog Street family engagement activities, and other developmentally appropriate resources.
Parent Education and Support: Offer Parent Liaison classes, workshops, and informational sessions facilitated by the counselor, librarian, and other campus staff.
Consistent Family Communication: Share monthly campus newsletters, event reminders, educational resources, and volunteer opportunities through multiple communication platforms.
Family Academic Engagement: Host family academic nights, literacy activities, and interactive learning experiences that equip parents with strategies to reinforce classroom learning at home.
Parent Leadership and Participation: Encourage involvement in the Parent Teacher Organization (PTO) and Campus Improvement Committee (CIC), providing families with opportunities to contribute to campus decisions.
Title I Family Engagement: Share the Parent and Family Engagement Policy, Parent-School Compact, and Title I program information while providing opportunities for family input and feedback.
Volunteer and Community Engagement: Communicate campus volunteer opportunities, required procedures, and family events that promote a welcoming and inclusive school community.

Strategy's Expected Result/Impact: The campus will provide and document a minimum of one parent involvement activity each month throughout the school year.

Increased parent/guardian participation in campus academic, social-emotional, and community engagement activities, as measured by event attendance records and participation logs.

Increased parent/guardian knowledge and use of developmentally appropriate strategies to support student learning and social-emotional growth at home.

Improved family awareness of campus resources, events, volunteer opportunities, and school programs.

Increased parent/guardian involvement in PTO, the Campus Improvement Committee, and other opportunities for shared decision-making.

Improved parent understanding of Title I programs, campus policies, and available student support services.

Stronger home-school partnerships that contribute to student engagement, school readiness, and positive developmental outcomes.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 1, 4 - Perceptions 3

Funding Sources: Family Events - Supplies, Materials, Resources 199 - General Funds, 6499, $2,000, Parent Center Supplies/Travel 211 - Title I-A, 6399/6411, $3,500, Parent Liaison 211 - Title I-A, 6100, $28,500

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Seven different languages are spoken in the homes of Pierce ECS students; however, campus communications and translation services are primarily provided in English and Spanish, creating potential language barriers for families who speak other languages.	The campus has not established a consistent process for identifying families' preferred languages and coordinating translation and interpretation services through available district resources to ensure equitable access to school information and opportunities for family engagement.

4	Approximately 77.9% of Pierce students are economically disadvantaged, highlighting the continued need to ensure equitable access to educational resources, family support services, and opportunities for school engagement.	Campus processes for identifying individual family needs, connecting families with available community resources, and monitoring the effectiveness of these supports are not consistently implemented across all programs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Parent volunteer participation remained limited, with only 2-5 parents consistently volunteering on campus throughout the school year.	The campus lacks a systematic process for regularly communicating volunteer opportunities, personally inviting families to participate, and providing flexible options that accommodate varying family schedules and availability.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Pierce Early Childhood School conducts a Comprehensive Needs Assessment (CNA) annually through a collaborative process involving campus leadership, teachers, staff, parents, and community stakeholders. Stakeholders are selected through representation on the Campus Improvement Committee (CIC), which meets every six weeks, and the Guiding Coalition, which consists of campus instructional leaders and teacher representatives and meets monthly.

Throughout the 2025–2026 school year and continuing into the 2026–2027 school year, these committees reviewed campus data, identified strengths and areas of need, monitored progress toward Campus Improvement Plan (CIP) goals, and recommended revisions based on student and campus needs.

The CNA process examines four key areas: Demographics, Student Achievement, School Processes and Programs, and Perceptions. Data sources include CIRCLE assessment results (BOY, MOY, and EOY), student attendance and chronic absenteeism data, enrollment and demographic reports, staff and family survey results, parent participation data, classroom walkthroughs, and PLC data.

Data is selected based on its relevance to campus goals, student learning outcomes, identified achievement gaps, and district priorities. The Campus Improvement Committee also reviews and revises the Parent and Family Engagement Policy and School-Parent Compact to ensure alignment with identified needs and stakeholder feedback.

Findings from the CNA guide the development and refinement of campus problem statements, root causes, performance objectives, and evidence-based strategies included in the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Pierce Early Childhood School provides multiple opportunities throughout the school year for stakeholders to participate in the Comprehensive Needs Assessment (CNA) process and provide input on campus improvement efforts. The Campus Improvement Committee (CIC), consisting of administrators, teachers, staff, parents, and community representatives, meets every six weeks. Additionally, the Guiding Coalition, composed of campus instructional leaders and teacher representatives, meets monthly to review student achievement data, identify campus needs, monitor progress toward Campus Improvement Plan (CIP) goals, and recommend adjustments to instructional practices and campus initiatives.

Stakeholders are provided opportunities to share feedback, review campus data, and participate in discussions regarding campus strengths, identified needs, problem statements, root causes, and improvement strategies. The CIC also reviews and provides input on the Parent and Family Engagement Policy and School-Parent Compact.

Documentation and evidence of stakeholder participation are maintained in campus records and include dated meeting agendas, meeting minutes and notes, sign-in sheets, stakeholder feedback, and supporting data reviewed during meetings. These documents are available through campus CIC and Guiding Coalition meeting records and may be uploaded as supporting documentation in Plan4Learning.

These ongoing opportunities ensure that multiple stakeholder perspectives are considered throughout the CNA process and that campus improvement decisions are data-driven, collaborative, and responsive to the needs of Pierce students and families.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Pierce Early Childhood School develops its Schoolwide Plan/Campus Improvement Plan (CIP) through an ongoing, collaborative process involving campus leadership, teachers, staff, parents, and community stakeholders.

During the spring of 2026, campus leadership and instructional teams reviewed student achievement, attendance, demographic, and stakeholder feedback data to identify campus strengths and areas for improvement. Following the review of end-of-year data, the campus continued refining its Comprehensive Needs Assessment (CNA), problem statements, and root causes.

During the summer and fall of 2026, the administrative team and Guiding Coalition reviewed campus priorities, established measurable performance objectives, and developed strategies aligned with district goals and identified student needs. The Campus Improvement Committee (CIC), which meets every six weeks, provides opportunities for stakeholder input, review, and recommendations. The Guiding Coalition meets monthly to monitor progress and recommend adjustments. The CIP is reviewed and updated throughout the 2026–2027 school year based on student performance data and stakeholder feedback.

Evidence of multiple meetings is maintained in campus CIC and Guiding Coalition records, including dated meeting agendas, minutes, notes, sign-in sheets, data presentations, and stakeholder feedback. Supporting documentation is available in campus meeting records and may be uploaded to Plan4Learning as evidence of the collaborative planning process.

2.2 Stakeholders 1114(b)(2)

Pierce Early Childhood School actively involves staff, families, and community members in the development, review, and ongoing evaluation of the Schoolwide Plan/Campus Improvement Plan (CIP). Stakeholder participation is facilitated through the Campus Improvement Committee (CIC), which meets every six weeks and includes administrators, teachers, staff, parents, and community representatives. The Guiding Coalition meets monthly and provides additional opportunities for teacher leaders and campus administrators to review student achievement data, identify needs, and recommend improvement strategies.

Stakeholder feedback is solicited through committee discussions, parent and staff surveys, campus meetings, and ongoing communication with families. Parents also have opportunities to provide input on the Parent and Family Engagement Policy and School-Parent Compact. Feedback is considered when reviewing the Comprehensive Needs Assessment (CNA), identifying problem statements and root causes, establishing performance objectives, and revising campus improvement strategies.

Evidence of stakeholder involvement is maintained in campus CIC and Guiding Coalition meeting records, including committee membership rosters identifying stakeholder names and roles, dated meeting agendas, sign-in sheets, meeting minutes, and documented feedback. These records serve as supporting documentation for the CNA and CIP development process and can be uploaded to the Plan4Learning Documents section.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Pierce Early Childhood School makes its Schoolwide Plan/Campus Improvement Plan (CIP) available to the district, parents, staff, and community through the district's Plan4Learning platform, campus website, and campus communication channels. The plan is shared and discussed during Campus Improvement Committee (CIC) meetings, parent meetings, and other stakeholder engagement opportunities.

Information is communicated in clear, family-friendly language to ensure stakeholders understand campus goals, priorities, and improvement strategies. Communication is provided in English and Spanish, as appropriate, to meet the language needs of our diverse school community. Families may request additional assistance or clarification through the campus administrative team.

The plan is available for public review, and stakeholders are encouraged to provide feedback and participate in ongoing

campus improvement efforts.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Pierce Early Childhood School develops its Schoolwide Plan/Campus Improvement Plan (CIP) in coordination with federal, state, district, and local programs and resources to support the academic, social-emotional, developmental, and family needs of our youngest learners.

As a campus serving PreK3 and PreK4 students, Pierce collaborates with the **Head Start program** to provide comprehensive early childhood education and family support services. The campus also coordinates with Irving ISD departments to align instructional programs, special education services, multilingual learner support, student nutrition, health services, and family engagement initiatives with district and state priorities.

The Campus Improvement Committee (CIC) includes **district representatives, parents, staff, community members, and local business representatives** who contribute diverse perspectives, identify available resources, and provide input on campus needs and improvement strategies. These partnerships strengthen connections between the school, families, district services, and community resources.

Through ongoing collaboration, Pierce ensures that the CIP is aligned with Title I requirements, Head Start initiatives, district improvement priorities, and available community resources. This coordinated approach supports equitable access to educational opportunities and comprehensive services that promote student success and family engagement.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Pierce Early Childhood School evaluates the effectiveness of its Schoolwide Program/Campus Improvement Plan (CIP) through ongoing data analysis, progress monitoring, and stakeholder collaboration. The Campus Improvement Committee (CIC), which meets every six weeks, and the Guiding Coalition, which meets monthly, review student performance data, attendance trends, stakeholder feedback, and progress toward campus performance objectives.

Program effectiveness is documented through **Formative Reviews in Plan4Learning**, conducted throughout the school year to evaluate strategy implementation, monitor progress, and identify needed adjustments. An annual **Summative Review** is completed to evaluate the overall effectiveness of the Schoolwide Program and determine whether established goals and performance objectives were achieved.

Supporting documentation, including dated meeting agendas, minutes, sign-in sheets, stakeholder feedback, CIRCLE assessment results, attendance data, and other relevant performance measures, is maintained in campus CIC and Guiding Coalition records and supporting Plan4Learning documentation.

Findings from the annual evaluation are incorporated into the following year's **Comprehensive Needs Assessment (CNA)** to identify continuing needs, refine problem statements and root causes, and guide the development of measurable goals and evidence-based improvement strategies. This continuous improvement process ensures that campus decisions remain data-driven and responsive to student and family needs.

Title I Personnel

Name	Position	Program	FTE
Kimberly Gomez	Parent Liason	Title 1	

Irving Independent School District

Austin Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

1318

Generated by Plan4Learning.com
October 09, 2026 at 09:14 AM

Mission Statement

Austin Middle School, united with families and the community, will cultivate innovative thinkers, leaders and contributors in preparation for challenges in our diverse
and competitive world. Through collective efforts, we will ensure a safe and supportive learning environment for each student to strive for excellence.

Vision

Broncos...

Seek Opportunities

Desire Growth

Build Character

Embrace Learning

Ignite Innovation

Value Statement

We, the AMS staff, collectively commit to:

- Cultivating collaboration amongst staff and students.
- Identifying and meeting all students at their levels to close the gaps.
- Providing opportunities for intellectual, physical, social, emotional, and cultural growth.
- Promoting purposeful, ethical and innovative use of technology
- Inspiring students' curiosity and creativity for life-long learning.

Department Belief Statements:

ELAR: We believe through relationships and attainable goal setting, students will be empowered to strive in literacy to reach their highest potential.

Electives: We believe in building lifelong learners by building relationships so that we can understand our students. By sharing our passion so that students cannot help but to be engaged, and by keeping an open mind, we believe we will discover those teachable moments and educate the whole person.

Social Studiess: We believe all students can grow academically and pursue lifelong learning through purposeful, planned, and relevant instruction which sets high expectations, instills motivation, and sparks curiosity, while ensuring the social and emotional well-being of our diverse learners.

Science: We believe in empowering all students to become lifelong learners. All students will be given an equal opportunity to become critical thinkers by investigating, exploring, and making observations about the world around them. As a team we will work collaboratively to vertically align student learning, be open-minded, and create future leaders and innovators of STEM.

Paraprofessionals: We believe in a safe environment where we are creating opportunities that are stimulating and encompasses parental support. Without our parents, it is difficult to service our students.

Table of Contents

Comprehensive Needs Assessment 6

Demographics 7

Student Learning 11

School Processes & Programs 16

Perceptions 20

Priority Problem Statements 24

Data Documentation for CNA 27

Improvement Planning Data 28

Accountability Data 28

Student Data: Assessments 28

Student Data: Student Groups 28

Student Data: Behavior and Other Indicators 29

Employee Data 29

Parent/Community Data 29

Support Systems and Other Data 29

Goals 30

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 31

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 55

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 57

State Compensatory Education 59

Budget for Austin Middle School 60

Title I Summary 61

Title I 62

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 62

1.1 Description of CNA Process 62

1.2 Location for Evidence of Multiple Meetings Held 62

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 62

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 62

2.2 Stakeholders 1114(b)(2) 63

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 63

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 63

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 64

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 64

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 64

Title I Personnel 64

Committees 65

Campus Improvement Committee 66

Meeting Logs 66

Members 66

Comprehensive Needs Assessment

Demographics

Summary

Austin Middle School Summary

Austin Middle School, located in Irving ISD, is a neighborhood-based, traditional public middle school serving grades 6 through 8 in the urban-suburban setting of Dallas County. As of the 2025–2026 school year, Austin MS enrolled 686 students—a continued decline from 837 students in 2022–2023—reflecting neighborhood demographic shifts and increased student mobility. Although enrollment has declined, we are over 11 students from the projected number for this school year. The campus remains a vibrant hub of learning and cultural identity for the surrounding community.

The student population is overwhelmingly Hispanic (94.9%), with the remaining 5.1% representing African American, Asian, White, American Indian, and Multi-Racial groups. This rich cultural diversity is matched by a high concentration of students requiring specialized supports. More than 82.5% of students are economically disadvantaged, and 67.2% are Emergent Bilingual (EB), requiring a schoolwide ESL instructional approach. The campus also serves 12.24% of students receiving Special Education services, 1.90% under Section 504, and 17.64% in Gifted & Talented programs. A gender distribution of 53.6% male and 46.4% female supports balanced programming across all grade levels

While the average attendance rate is 90.8%, chronic absenteeism is a significant issue, especially among SPED students, where 22% are chronically absent. Student mobility is also a factor, with 19.8% of students transferring during the school year. Discipline data shows consistently high infraction counts during the spring months, often correlating with attendance dips and academic pressures. Disproportionate discipline rates persist among Hispanic, African American, and EB students.

Instructional initiatives at Austin MS are deeply aligned to student needs. With 90.35% of students classified as at-risk, the school utilizes a layered MTSS framework, bilingual instructional supports, and strategic STAAR intervention blocks. Technology is leveraged through one-to-one Chromebook access and digital platforms like ixl. The school's culture emphasizes literacy, inclusivity, student voice, and academic growth.

2026 STAAR Performance

Austin Middle School's 2025 STAAR results show progress in several core areas, reflecting ongoing instructional efforts and targeted interventions:

Subject	2026 % Approaches	2026 % Meets	2026 % Masters
Reading	61%	36%	15%
Math	60%	36%	12%
Science	67%	47%	20%
Social Studies	49%	26%	12%

Reading and Science demonstrate stronger performance at the *Meets* level. Science led at the *Approaches* threshold. Social Studies remains an area of focus in Approaches but showed gains in meets and masters this school. Social studies will continue to strengthen historical literacy and academic vocabulary through cross-curricular strategies. The focus will also be on the category of Geography and Culture.

Though Austin MS does not have CCMR or advanced course enrollment due to its middle school setting. th These data, along with TELPAS, MAP Growth, and teacher observation tools, inform decisions about programming and supports.

In 2026, Austin was identified as a Targeted Support and Improvement (TSI) campus due to persistent performance gaps for Special Education in Reading, Math and Student Success Student Achievement Domain. Despite this designation, the school has made notable strides in student growth, particularly in Grade 6 Math and Reading, and is actively implementing interventions and data-driven systems to close achievement gaps.

Ultimately, Austin Middle School is a community-driven campus that celebrates its students' cultures, values family engagement, and invests in the academic and personal development of every learner. The school's mission—*"to cultivate innovative thinkers, leaders, and contributors"*—is evident across its classrooms, leadership teams, and enrichment opportunities.

For the school year 2025-2026, Austin Middle school grew 9 points on its accountability rating from a 69 to a 78. The campus is moving in a positive direction and continues to implement the 5 core instructional strategies and has received recognition for its implementation of Big Rocks TVB management strategies.

There are 246 6th graders, 226 7th graders, and 214 8th graders. Our teachers, students, and parents work together to form our stakeholders. We are also working with Sustain ED and Big Rocks to help improve our TIER one instruction and classroom managment. We have one community member that will be part of the CIC this school year.

Strengths

Demographics Summary

Strong Cultural Identity and Bilingualism

With 94.9% Hispanic enrollment, Austin Middle School proudly embraces its rich cultural and linguistic heritage. Families represent multiple Latin American countries, including Mexico, El Salvador, Ecuador, Cuba, and Nicaragua. The campus's 67.2% Emergent Bilingual population provides a unique opportunity to focus deeply on bilingual instruction, biliteracy development, and dual language strategies that affirm students' identities and promote academic growth through language proficiency.

Community-Connected Enrollment

As a **neighborhood middle school**, Austin serves families who live primarily within its attendance zone, creating deep-rooted community ties and a strong sense of belonging. This local connection strengthens **family engagement**, **student pride**, and **staff commitment** to the campus mission.

Balanced Gender Distribution

For the first time, Austin MS reports a 53.6/46.4 male-to-female ratio, enabling the campus to offer equitable opportunities across academic programs, leadership roles, and extracurricular participation.

Gifted and Talented Participation

With **17.1% of students identified as Gifted & Talented**, AMS demonstrates strong practices in identifying and supporting high-potential learners across all subgroups. The GT program ensures access to **enriched, inquiry-based learning** and extension opportunities for advanced thinkers.

Inclusive Support for Special Populations

Austin MS serves a wide range of learners, including:

- **SPED:** 12.9%
- **Section 504:** 3.12%
- **At-Risk:** 81%

These figures reflect **robust identification systems** and a commitment to aligning services through MTSS and targeted interventions to address both academic and behavioral needs.

Staff Diversity and Commitment

The faculty reflects the diversity of the student body, with many teachers fluent in Spanish and skilled in **culturally responsive practices**. Staff members prioritize building strong relationships with families, which has strengthened **trust, collaboration, and student engagement** . Recent trends show a rise in alternatively certified teachers and intentional leadership development to sustain campus capacity and instructional quality.

Consistently High Attendance

Despite high mobility and economic challenges, AMS maintains a 90.8% overall attendance rate. This performance demonstrates a positive campus culture and consistent student engagement.However, chronic absenteeism among Economically Disadvantaged students remains a concern and will continue to be a focus area for improvement through attendance interventions and family outreach. outreach.

The infraction and behavior count for students has been reduced since 2023, with the school year 2025-2026 seeing a decline of over 150.

Distinct Count of Behavior Event ID's	School Year										
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
*	2	1		1					1		
02							1				
05	1										
06	54	154	128	29	20	36	96	275	124	101	16
07	136	135	132	56	9	144	244	448	327	140	14
08	64	102	111	71	12	49	161	146	140	185	4
09			1				1				
12								1			
Totals	**257**	**392**	**372**	**157**	**41**	**229**	**503**	**870**	**592**	**426**	**34**

The drop out rate was 0% for the 2025-2026 school year.

The attendance % by grade level over the years is as follows:

Attendance %	School Year										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
06	97.1%	97.2%	96.6%	97.8%	98.6%	94.0%	94.3%	96.3%	95.9%	95.5%	96.6%
07	96.6%	96.8%	96.7%	97.4%	98.3%	93.3%	94.2%	95.7%	95.1%	95.5%	96.7%
08	96.5%	96.2%	95.8%	97.4%	98.2%	92.3%	94.2%	95.9%	94.4%	94.4%	95.5%
Overall	96.7%	96.8%	96.4%	97.5%	98.4%	93.2%	94.3%	96.0%	95.2%	95.2%	96.3%

The attendance rate by subgroup for the 2025-2026 school year is:

Attendance %	Special Population															
	Gender		Ethnicity						Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	6-White	7-Two or More Races	N	Y	N	Y	N	Y
06	95.9%	95.2%	95.6%		98.3%	88.1%	98.8%		92.6%	96.0%	94.5%	96.1%	95.5%	95.5%
07	95.8%	95.3%	95.7%		86.2%	90.7%	96.5%	94.5%	92.8%	96.0%	95.5%	95.6%	95.6%	94.7%
08	94.8%	94.1%	94.5%	96.5%	98.0%	92.9%	90.7%	94.8%	92.2%	94.9%	94.2%	94.7%	94.8%	89.2%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students.	Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism.
2	Austin Middle School serves a student population with significant and diverse instructional needs, including high percentages of Economically Disadvantaged, Emergent Bilingual, At-Risk, and Special Education students, requiring coordinated academic, linguistic, behavioral, and intervention supports.	Campus systems and staffing capacity must continue to adapt to ensure differentiated instruction, intervention, progress monitoring, and specialized supports are consistently provided based on individual student needs.
3	Continued enrollment decline and student mobility create challenges for long-term staffing, program planning, resource allocation, and instructional continuity.	Changes in enrollment patterns and student mobility require the campus to continually adjust staffing, programming, and instructional supports to meet changing student needs.

★ = Priority

Student Learning

Summary

Austin Middle School's 2025–26 STAAR data demonstrates areas of growth while identifying continued opportunities to improve student achievement. Across all tested subjects, 60% of students achieved Approaches Grade Level or Above, 37% achieved Meets, and 14% achieved Masters. Meets performance increased three percentage points and Masters increased two percentage points from the previous year; however, campus performance remains below state and district levels at Approaches and Meets. Science demonstrated the strongest growth, while Grade 7 Mathematics, Social Studies, and ELA/Reading represent priority areas for improvement. Significant achievement gaps also remain for Special Education and EB students. These results indicate a need for consistent implementation of high-quality Tier I instruction, targeted intervention based on student-level data, intentional progress monitoring, and differentiated supports designed to increase the number of students reaching Meets and Masters while accelerating students who have not yet reached Approaches.

MAP Growth EOY (Fall 2024 – Spring 2025)

- **6th Grade Math:** 38% met growth targets, **Median Conditional Growth Percentile (CGP): 35**
- **7th Grade Math:** 47% met growth targets, **CGP: 41**
- **8th Grade Math:** Only 24% met growth targets, **CGP: 26**
-

MAP Growth EOY (Fall 2024 – Spring 2025)

- **6th Grade Reading:** 46% of students met growth targets CGP 42%
- **7th Grade Readig:** 48% of students met growth targets CGP 48%
- **8th Grade Reading:** 50% of students met growth targets CPG 49%
-

MAP MATH Growth BOY (Fall 2025 – Fall 2026)

- **6th Grade Math:** 34% of students met growth targets CPG% 34
- **7th Grade Math:** 49% of students met growth targets CPG 44%
- **8th Grade Math:** 31% of students met growth targets CPG 27%
-

MAP READING Growth BOY (Fall 2025 – Fall 2026)

- **6th Grade Math:** 45% of students met growth targets CPG 43%
- **7th Grade Math:** 38% of students met growth targets CPG 38%
- **8th Grade Math:** 43% of students met growth targets CPG 44%
-

TELPAS (English Language Proficiency)

- Composite scores for our students show growth and Austin exceeded the TARGET reeiving 4/4 of their TELPAs points

---

Targeted Support and Improvement (TSI) Identification

Austin MS is **identified for Targeted Support and Improvement in Special Educaiton. We are monitoring the sub groups**

Progress Monitoring and Domain Ratings Domain 1 – Student Achievement

2026 Rating: D | Scaled Score: 69

Austin Middle School earned a **Domain 1 Student Achievement scaled score of 69 (D)**. Across all STAAR assessments, **60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level**. Performance indicates that a significant percentage of students are not yet demonstrating grade-level proficiency, with 40% of assessments falling below Approaches.

Performance varied considerably by content area. **Science was the strongest core content area**, with 67% Approaches, 47% Meets, and 20% Masters. Reading performance was 61% Approaches, 36% Meets, and 15% Masters, while Mathematics was 60% Approaches, 36% Meets, and 12% Masters. **Social Studies represents the greatest content-area need**, with only 49% Approaches, 26% Meets, and 12% Masters.

Student-group data demonstrate substantial achievement gaps. Current Special Education students performed at only **34% Approaches, 12% Meets, and 3% Masters**, significantly below overall campus performance. EB/EL students achieved 57% Approaches, 33% Meets, and 13% Masters. These results indicate a need to strengthen Tier I instruction while providing intentional differentiation, intervention, and progress monitoring for students performing below grade level.

Identified Domain 1 Need:
Austin Middle School must increase the percentage of students achieving **Approaches, Meets, and Masters**, with particular emphasis on moving students from Did Not Meet to Approaches and from Approaches to Meets. Priority areas include **Social Studies, Reading, Mathematics, Special Education, and EB/EL students**.

Domain 2 – School Progress

Academic Growth: D – 69 | Relative Performance: B – 80

Domain 2 presents a different picture from Domain 1 and is an important strength to highlight in your needs assessment. Austin Middle School earned an **Academic Growth scaled score of 69 (D)**; however, the campus earned a **Relative Performance score of 80 (B)**.

The Academic Growth raw score was **60**. Of the 1,334 assessments included in the growth calculation, **682 earned one full annual-growth point**, while another 158 assessments earned a half point. The campus accumulated 761 annual growth points plus 36 accelerated-learning points.

This indicates that while many students are demonstrating year-to-year academic growth, **the rate and magnitude of growth are not yet sufficient to consistently move students into higher STAAR performance levels**. This aligns with Domain 1, where only 37% of assessments reached Meets and 14% reached Masters.

The **B in Relative Performance is an important positive indicator**. It suggests that Austin Middle School is producing stronger results when performance is considered relative to campuses serving similar percentages of economically disadvantaged students. Therefore, the campus has evidence that current instructional efforts can produce results; the next step is increasing the consistency and intensity of those practices so that more students demonstrate accelerated rather than incremental growth.

Identified Domain 2 Need:
Austin Middle School must increase **accelerated academic growth**, particularly among students who enter the year below grade level. Instruction and intervention should intentionally move students across performance levels rather than focusing solely on maintaining current achievement. PLCs should regularly monitor student-level growth and identify students who are **Did Not Meet → Approaches, Approaches → Meets, and Meets → Masters** candidates.

Domain 3 – Closing the Gaps

2026 Rating: C | Scaled Score: 72

Domain 3 demonstrates both a significant campus strength and some of the most important equity concerns in the data. Austin

Middle School earned a **Closing the Gaps scaled score of 72 (C)**.

The strongest component was **English Language Proficiency**, where the campus earned **4 out of 4 possible points and a component score of 100**. The 2026 Advanced High/Basic Fluency rate was 38%, exceeding the interim target of 30%. This represents an important campus strength and suggests that strategies supporting language acquisition are producing positive results.

However, **Academic Achievement and Academic Growth each earned only 11 of 32 available points**, resulting in component scores of 34.4%. Student Success was also an area of concern, earning only **3 of 16 available points**.

The student-group data identify particularly significant concerns for **Special Education students**. At Meets Grade Level or above, Special Education students achieved only **11% in Reading and 15% in Mathematics**. The interim Closing the Gaps targets were 19% for Special Education Reading and 21% for Special Education Mathematics, meaning neither target was met.

The Closing the Gaps data also show that achievement is not consistently distributed across student groups. For example, overall Reading performance at Meets was **36%**, below the All Students interim target of 44%. Mathematics Meets performance was also **36%**, below the All Students target of 47%. Although some student groups met individual targets, the campus did not earn sufficient points across groups to produce strong Academic Achievement or Student Success component scores.

Identified Domain 3 Need:
Austin Middle School must reduce achievement gaps by ensuring that historically underperforming student groups—particularly **Special Education, EB/EL, economically disadvantaged, and High Focus students—receive consistent access to rigorous Tier I instruction, differentiated supports, targeted intervention, and frequent progress monitoring**. Special Education achievement should be a major campus improvement priority.

Attendance and Discipline

- Most of the students missing school have been the SPED students.
- **Grade-Level Attendance (2025–26):**
    - 6th Grade: 95.8%
    - 7th Grade: 95.2%
    - 8th Grade: 94.7%
    - All declined from the previous year.

Advanced Coursework, Retention & Graduation Plans

- As a middle school, Austin MS does not have graduation data, but participation in **advanced or dual credit coursework is not reported**.
- No dropouts reported; 0% dropout rate.
- No evidence of retention spikes reported for 2025-26

Special Education and EB Performance

- **SPED (Current):** Significantly below grade level in both RLA and Math and is currently the reason the school is School improvement.

Strengths

Austin Middle School demonstrated several areas of academic strength during the 2025–26 school year. Science showed the strongest overall improvement, increasing from 62% to 67% at Approaches, 41% to 47% at Meets, and 11% to 20% at Masters. This growth across all three performance levels indicates increased rigor and improved student mastery.

Grade 8 Reading and Science demonstrated notable gains. Grade 8 Reading increased from 58% to 68% Approaches, while Grade 8 Science increased from 59% to 64% Approaches and from 35% to 42% Meets. Grade 8 Social Studies also showed improvement at Meets, increasing from 21% to 26%.

Another strength is the campus's ability to increase performance at the higher achievement levels overall. Across all subjects, Meets increased from 34% to 37% and Masters increased from 12% to 14%, demonstrating progress in moving some students beyond minimum proficiency toward grade-level and advanced performance.

The campus also demonstrated particularly strong performance among students completing Algebra I and Biology EOCs. Algebra I results included 96% Approaches, 81% Meets, and 53% Masters, while Biology achieved 100% Approaches, 100% Meets, and 70% Masters. These results demonstrate that students can achieve at high levels when provided rigorous instruction and appropriate academic supports.

The school has a guild in Advisory period. During this time the students are categorized into 3 main groups. The groups are Math, Reading and TELPAS. There are 6 different TELPAS groups. The students in the Math and Reading groups are also divided into priority groups. Students who are HB 1416 are using IXL and minutes required are being tracked. Teacher engage in DDI PLT meetings and during the data dive, they review data to plan a re-teach, schedule the re-teach and collect a DOL to determine if the re-teach was successful. This is done after each DCA or 3 week formative quiz.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters.	General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data.
2 ★	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
3 ★	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.
4 ★	Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets.	Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention.
5 ★	Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas.	Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms.

★ = Priority

School Processes & Programs

Summary

Academic Programs

These are core and supplemental instructional offerings:

- **Core Curriculum Programs**: (e.g., *TEKS-aligned instruction, ELAR/Math/Science/Social Studies frameworks*)
- **Intervention & Enrichment**:
    - Tiered instruction (MTSS, RTI)
    - Pull-outs and push-in support for struggling learners
    - Tutorials, Saturday School, or after-school programs
- **Advanced Academics**:
    - Pre-AP, Honors courses
    - Dual Language / GT Programs
- **Special Education**:
    - Inclusion, resource, and life skills services
- **English Learner Supports**:
    - ESL classes, newcomer support, TELPAS progress monitoring

---

Instructional & Professional Practices

Focuses on teaching quality and staff development:

- **PLC (Professional Learning Communities)**: Weekly or bi-weekly teacher team meetings for lesson planning, data analysis, and alignment
- **Data-Driven Instruction**: Regular assessment review cycles using benchmarks, common assessments, and formative checks
- **Instructional Coaching**: On-site coaches or admin-led coaching cycles for improving classroom instruction
- **Walkthroughs & Feedback**: Regular classroom visits to provide formative feedback
- **TTESS Implementation**: Formal and informal observations aligned with state evaluation standards

---

Student Support Systems

Social-emotional and behavioral systems:

- **PBIS or School-Wide Behavior Plan RISE PLAN**
- **SEL Curriculum** (e.g., *Second Step, Character Strong*)
- **Counseling Services**: Academic advising, mental health support, crisis response
- **Attendance Interventions**: Monitoring, home visits, incentive programs

Campus-Wide Processes & Leadership Structures

- **Campus Leadership Team (CLT)** or **Site-Based Decision-Making Committee (SBDM)**: Reviews data, sets campus goals, and guides improvement plans
- **CNA / CIP Cycle**: Annual Comprehensive Needs Assessment and Campus Improvement Planning process
- **Master Scheduling Process**: Based on student needs, staff input, and program alignment
- **Family Engagement**: Parent nights, student-led conferences, communication tools (e.g., Remind, KINVOLVE, newsletters)

Accountability & Continuous Improvement

- **Monitoring Systems**:
    - **TELPAS, STAAR, MAP, district assessments**
    - **Progress monitoring tools for reading/math**
- **District or State Accountability Ratings Review**
- **Big Rocks Partnership**
- **SUSTAIN ED**

Strengths

School Processes & Programs – Strengths

1. Strengthening PLC Implementation

Weekly PLC structures are established and provide teachers with dedicated time for collaborative planning, lesson internalization, data analysis, and alignment to the TEKS. Grade-level and content teams are increasingly using PLC time to identify student needs, anticipate misconceptions, and strengthen instructional responses. Continued refinement of PLC practices will support greater consistency across teams and content areas.

2. Increased Use of Data-Driven Instructional Practices

The campus has strengthened the use of common assessments, formative assessments, MAP, district assessments, and other student-performance data to identify learning needs and inform instructional decisions. Teachers are increasingly using data to plan reteaching, intervention, and extension. Continued emphasis is needed on translating data analysis into timely instructional responses for individual students and student groups.

3. Established MTSS/Intervention Structures
Austin Middle School has established academic and behavioral MTSS structures, including intervention/enrichment opportunities, small-group instruction, and progress-monitoring processes. These systems provide a foundation for addressing individual student needs. Continued work is needed to strengthen implementation fidelity, particularly in the identification, delivery, and monitoring of Tier 2 and Tier 3 interventions.

4. Instructional Coaching and Feedback Systems

The campus has established instructional coaching and feedback structures that provide teachers with ongoing support related to instructional planning, classroom practice, and professional growth. Administrators and instructional leaders use walkthroughs, coaching conversations, and T-TESS feedback to reinforce effective practices and identify opportunities for continued improvement.

5. Strengthened Campus-Wide Expectations and Routines

Campus-wide expectations, routines, and behavior-management systems have contributed to a more structured learning environment and a reduction in office referrals. The campus continues to strengthen consistency in classroom management,

transitions, and common expectations to protect instructional time and increase student engagement. Use of TVB and RISE PLAN.

6. Professional Learning Responsive to Campus Needs

Professional learning opportunities are increasingly aligned to student achievement data, teacher needs, instructional priorities, classroom management, and support for special populations. The campus has established structures for ongoing professional learning and coaching while continuing to refine differentiated support for novice, alternatively certified, and experienced teachers.

7. Supportive Leadership and Collaborative Culture

Campus leadership has established structures that promote collaboration, shared responsibility, and teacher voice. Leadership teams, department structures, PLTs, and feedback opportunities provide staff with avenues to participate in campus decision-making and continuous improvement. These collaborative structures provide a foundation for strengthening collective responsibility for student outcomes.

8. Strengthening Systems for Monitoring and Accountability

The campus has established systems for monitoring student achievement, instructional practices, CIP goals, and implementation of campus initiatives. Leadership and instructional teams regularly review data and implementation evidence to identify progress and areas requiring additional support. Continued refinement of monitoring systems will focus on ensuring that identified needs result in timely instructional adjustments.

9. Established Programs and Supports for Diverse Learners

Austin Middle School has established programs and support structures for Special Education, Emergent Bilingual, GT, 504, and at-risk students. The campus demonstrated particular strength in English Language Proficiency while continuing to strengthen differentiated instruction, specially designed instruction, accommodations, intervention, and progress monitoring to improve outcomes for Special Education and other identified student groups.

10. Family and Community Communication Structures

Austin Middle School has established multiple systems for communicating and engaging with families, including bilingual communication, newsletters, conferences, digital platforms, and campus events. These structures have strengthened opportunities for family-school partnerships. The campus will continue to expand proactive and targeted engagement, particularly for families of students experiencing academic, attendance, or behavioral challenges.

The school attends job fairs to recruit teachers.

The school has a crime stoppers group that involves students, the SRO and one AP. They meet once a month discuss ways to improve school safety. The counselors visit classrooms and provide guidance on bullying and drug violence. For the 2025-2026 school year, there was 10 incidents of bullying reported and 12 students that had a total of 27 instances of possession, sold, gave, used or being under the influence of a substance. For the year of 2024-2025 there was a total of 15 reports of bullying and 19 instances of possession.

The students attend a Career Fair through the CTE department to learn about differenct careers. Students also visit the feeder high schools to get additional information on their pathways.

This year, new teachers are paired with a mentor teacher. They attend meetings and meet with their mentors. The mentors are required to observe the mentees and provide feedback. This mentor program was restructured for the school year 2026-2027.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Professional learning has contributed to strengthened instructional practices; however, differentiated support and follow-up coaching are needed to address varying levels of teacher experience and instructional capacity and to promote consistent implementation of campus instructional expectations.	Professional learning has primarily been delivered through campuswide structures without a consistent system for differentiating support based on teacher need and providing targeted follow-up coaching informed by walkthrough data, student performance, and implementation of campus instructional priorities.
2 ★	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.
3	Campus instructional and support systems do not yet consistently ensure that Special Education students receive specially designed instruction, appropriate accommodations, differentiated Tier I instruction, targeted intervention, and progress monitoring necessary to accelerate achievement.	General education, Special Education, PLC, and intervention systems are not yet consistently coordinated to plan, implement, and monitor individualized supports based on student performance and IEP needs
4	Although office referrals decreased by 44%, behavioral incidents continue to result in lost instructional time, indicating a need for greater consistency in proactive classroom management and campuswide behavior expectations.	Implementation and monitoring of proactive behavior supports, classroom management practices, and campuswide expectations vary across classrooms and grade levels.

★ = Priority

Perceptions

Summary

Austin Middle School continues to demonstrate a strong commitment to building a culture of collaboration, equity, and continuous improvement. The campus emphasizes relationships, culturally responsive instruction, and a shared vision centered around student growth and opportunity.

Culture & Climate

Austin MS fosters a deeply rooted sense of community, grounded in Hispanic heritage and multilingual identity. Staff and students embrace the campus mission: to cultivate innovative thinkers, leaders, and contributors. The values of inclusion, curiosity, and resilience are consistently reinforced through staff modeling, student leadership, and cultural celebrations.

Austin Middle School's Spring 2026 Panorama survey data indicate that school climate and culture are areas of concern across multiple stakeholder groups. Student perceptions of overall school climate were **25% favorable**, compared with **28% across Irving ISD**, while school safety was stronger at **56% favorable**, matching the district average. Students also reported concerns with consistency of expectations, as only **13%** responded favorably that students follow school rules well. At the same time, students reported relatively stronger perceptions of rigorous expectations at **47% favorable**, suggesting that academic expectations are more established than behavioral and cultural expectations.

Teacher perceptions reflect greater concern with campus culture and systems. School Leadership was **22% favorable**, Staff-Leadership Relationships were **39% favorable**, and Student Behavior was **19% favorable**, all substantially below district averages. Teachers also reported limited consistency in the enforcement of student behavior expectations, with only **6% favorable** regarding consistent enforcement of rules. Teacher well-being was **38% favorable**, with survey responses indicating high levels of exhaustion and frustration among staff.

Family perceptions also demonstrate concerns related to climate and belonging. Family School Climate was **47% favorable**, compared with **68% districtwide**, while School Fit was **50% favorable**, compared with **65% across the district**. Staff-Family Relationships were **63% favorable**, indicating that positive relationships exist but have room for improvement. Families reported stronger perceptions regarding attendance and their ability to support their children, providing a foundation for increased family partnership and engagement.

Overall, the survey data suggest that Austin Middle School would benefit from a more consistent and predictable campus culture focused on clear expectations, equitable enforcement of behavioral expectations, stronger staff trust and leadership responsiveness, improved student belonging, and increased family confidence. A key area of focus for the campus is establishing consistent systems and practices that are experienced similarly by students, staff, and families.

Parent & Community Engagement

Family engagement remains a focus area for improvement. While families are described as supportive and deeply connected to the school, participation in formal events such as academic nights, workshops, and conferences has been limited—especially among families of chronically absent students. Language barriers and inconsistent outreach were identified as contributing factors.

Efforts have been made to improve communication through bilingual messaging platforms, newsletters, and targeted family engagement strategies. However, these systems are not yet fully consistent across all grade levels and departments.

Only 24 parents completed the Parent survey.

Staff Feedback & Retention

Staff retention holds at approximately 77%, with a noticeable increase in alternatively certified teachers and new hires. While professional development and mentor support have improved satisfaction among early-career teachers, overall staff feedback indicates a desire for:

- More differentiated PD

- Additional planning time
- Stronger systems for managing behavior
- Improved recognition and wellness supports

Surveys reveal that while staff feel mission-driven and valued, many also report high stress due to workload and inconsistent discipline practices.

Student Voice

Student feedback reflects a strong sense of belonging and pride in cultural identity, especially among Hispanic and EB students. However, older students express concerns about behavioral disruptions and limited access to enrichment opportunities. Students value positive relationships with teachers but want more voice in school activities and decision-making.

Communication Systems

Communication with families is improving, especially with the use of bilingual platforms and parent liaisons. However, engagement remains uneven and highly dependent on the teacher or team. Families of students with higher needs often require more structured and proactive outreach.

ATTENDANCE by SUB GROUP and grade level

Special Population

Attendance %	Gender		Ethnicity						Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	6-White	7-Two or More Races	N	Y	N	Y	N	Y
06	95.9%	95.2%	95.6%		98.3%	88.1%	98.8%		92.6%	96.0%	94.5%	96.1%	95.5%	95.5%
07	95.8%	95.3%	95.7%		86.2%	90.7%	96.5%	94.5%	92.8%	96.0%	95.5%	95.6%	95.6%	94.7%
08	94.8%	94.1%	94.5%	96.5%	98.0%	92.9%	90.7%	94.8%	92.2%	94.9%	94.2%	94.7%	94.8%	89.2%

Teacher attendance for the past 2 years has been about the same. Not including FMLA leave absences for the past 2 yearshas been 475 for 2025-2026 and 451 for 2024-2025.

Strengths

- **Strong Cultural Identity and Inclusive Environment**
    - Austin MS embraces and celebrates its overwhelmingly Hispanic student population through culturally responsive teaching, bilingual signage, and schoolwide events that honor Latin American heritage.
    - Students and staff report a strong sense of belonging and shared purpose grounded in the campus values: **Seek Opportunity, Desire Growth, Build Character, Embrace Learning, and Ignite Innovation**.
- **Positive Student-Teacher Relationships**
    - Students consistently express that they feel supported and cared for by their teachers.
    - Teachers prioritize relationship-building, which supports engagement, particularly among at-risk and EB students.
- **Improved Use of Bilingual Communication Tools**
    - The campus uses platforms and communication systems in both English and Spanish, allowing more families to stay informed and engaged.
    - Parents who are engaged report strong satisfaction with communication and teacher accessibility.
- **Mentorship and Induction for New Teachers**
    - First-year teachers benefit from structured mentor pairings, weekly check-ins, and targeted professional

development, which has led to improved instructional confidence and retention among novice educators.

- **Shared Leadership and Teacher Voice**
    - The school implements shared leadership through campus leadership teams, department chairs, and teacher-led PLCs.
    - Staff report feeling heard during instructional planning and goal-setting discussions, which strengthens collective efficacy.
- **Mission-Driven Culture**
    - The AMS mission—to cultivate innovative thinkers, leaders, and contributors—is actively promoted through student programming, leadership opportunities, and elective offerings.
    - Staff and students understand and reflect campus values in daily routines and interactions. This is an area that is improving with the use of TVB and Big Rocks.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions.	Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication.
2	Student behavior challenges are increasing, especially in the spring semester, and current Tier 1 behavior systems are not consistently implemented across grade levels or teams.	Root Cause: Inconsistent classroom management strategies, lack of proactive supports, and insufficient alignment between behavior expectations and MTSS practices. Data Evidence: Over 700 infractions recorded in 2024-25; spikes seen in March-May; staff feedback indicates growing frustration with behavior disruptions.
3 ★	Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives.	Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers. Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
2 ★	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.
3 ★	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.
4 ★	Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters.	General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data.
5 ★	Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students.	Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism.

6 ★	Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets.	Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention.
7 ★	Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions.	Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication.
8 ★	Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives.	Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers. Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest.
9 ★	Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas.	Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 60% to 65% by May 2027. Increase the percentage of African American students from 50% to 55% by May 2027.

Evaluation Data Source: NWEA MAP Reading - Fall 2026 to Spring 2027 Report
Walkthroughs
DDI Protocol

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

Strategy's Expected Result/Impact: Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

Staff Responsible for Monitoring: Interventionist

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Reading from 36% to 46%. by May 2027.
Increase the percentage of African American students scoring at meets or above from 29% to 32% by May 2027.

Evaluation Data Source: STAAR Reading - Spring 2027 report
Walkthroughs
DDI Protocol

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

Strategy's Expected Result/Impact: Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

Staff Responsible for Monitoring: Interventionist

Problem Statements: School Processes & Programs 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 3

Increase the percentage of students who score at meets or above in EOC English I from 100% to 100% by May 2027. Combined increase in the percentage of students who score at meets on 6-8 RLA and English 1 from 36% to 46% by May 2027.

Evaluation Data Source: 2027 STAAR Scores
NWEA Projected Proficiency Summary Report

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

Strategy's Expected Result/Impact: Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

Staff Responsible for Monitoring: Interventionist

Problem Statements: Student Learning 2, 3

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 47% to 55% by May 2027.
Increase the percentage of Hispanic students who meet math MAP growth from 45% to 55% by May 2027.

Evaluation Data Source: NWEA MAP Math - Fall 2026 to Spring 2027 Report
Walkthrough evaluations Domain 2.1
NWEA Projected Proficiency Summary Report

Strategy 1 ☑ Additional Targeted Support Strategy

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated

intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

Strategy's Expected Result/Impact: Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

Staff Responsible for Monitoring: Interventionist

Problem Statements: School Processes & Programs 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 5

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Math from 36% to 46% by May 2027.
Increase the percentage of African American students scoring at meets or above from 29% to 32% by May 2027.

Evaluation Data Source: NWEA MAP Math - Fall 2026 to Spring 2027 Report
Walkthroughs
DDI Protocol

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Math teachers will provide frequent opportunities for students to solve rigorous multi-step and real-world problems aligned to grade-level TEKS and STAAR expectations, requiring students to select strategies, show reasoning, justify solutions, and apply mathematical concepts in multiple contexts.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in solving rigorous multi-step and real-world problems, applying appropriate mathematical strategies, and justifying their reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 6

Increase the percentage of students who score at meets or above in Algebra 1 from 81% to 100% by May 2027.
Combined increase in the percentage of students who score at meets or above on 6-8 Math and Algebra 1 from 36% to 46% by May 2027.

Evaluation Data Source: STAAR 2027 report
Walkthroughs
DDI Protocol

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Math teachers will provide frequent opportunities for students to solve rigorous multi-step and real-world problems aligned to grade-level TEKS and STAAR expectations, requiring students to select strategies, show reasoning, justify solutions, and apply mathematical concepts in multiple contexts.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in solving rigorous multi-step and real-world problems, applying appropriate mathematical strategies, and justifying their reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.

3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 7

Increase the percentage of students scoring at MEETS or above on STAAR 8th grade Science from 47% to 50% by May 2027.

Evaluation Data Source: 2027 STAAR Data
NWEA Projected Proficiency Summary Report

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Assistant Principal, Academic Specialist, Interventionist

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Science teachers will provide frequent opportunities for students to analyze scientific phenomena, interpret data, models, diagrams, tables, and investigations, and apply grade-level science TEKS through stimulus-based and STAAR-aligned questions requiring evidence-based reasoning.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in analyzing scientific phenomena, interpreting data and models, and applying evidence-based reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.
3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 8

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Social Studies from 26% to 36% by May 2027.

Evaluation Data Source: 2027 STAAR Data
NWEA Projected Proficiency Summary Report

Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

Strategy's Expected Result/Impact: Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Social Studies teachers will provide frequent opportunities for students to analyze primary and secondary sources, maps, charts, political cartoons, and other historical stimuli; make connections across historical concepts; and respond to STAAR-aligned questions requiring evidence-based reasoning and application of grade-level TEKS.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in analyzing primary and secondary sources, interpreting historical stimuli, making connections across historical concepts, and using evidence to support conclusions, resulting in improved performance on grade-level and STAAR-aligned assessments.

Staff Responsible for Monitoring: Department lead

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level.	PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.

3	Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1	Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery.	Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas.

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by one level from 38% to 40% by May 2027.

Evaluation Data Source: Summit K12 reports
TELPAS 2027 report

Strategy 1 ☑ Results Driven Accountability

Teachers serving Emergent Bilingual students will intentionally embed opportunities for students to listen, speak, read, and write using academic language within daily Tier 1 instruction, including structured student discourse, sentence frames, academic vocabulary, and appropriate campus instructional strategies.

Strategy's Expected Result/Impact: Emergent Bilingual students will increase their use and understanding of academic language across the listening, speaking, reading, and writing domains. Classroom evidence and language samples will demonstrate increased student participation, independence, and proficiency in communicating grade-level academic content.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 5

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers, LPAC staff, and intervention personnel will use TELPAS proficiency levels, classroom evidence, and progress-monitoring data to identify individual language-domain needs and provide targeted instruction and intervention for Emergent Bilingual students.

Strategy's Expected Result/Impact: Emergent Bilingual students will receive targeted language support based on identified proficiency gaps, resulting in measurable growth in individual language domains and an increased percentage of students demonstrating at least one level of TELPAS composite growth.

Staff Responsible for Monitoring: LPAC lead

Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Emergent Bilingual students will engage in ongoing standards-aligned language practice using appropriate district-approved resources, including Summit K12 where applicable, with progress in listening, speaking, reading, and writing reviewed regularly to determine instructional adjustments.

Strategy's Expected Result/Impact: Teachers will use ongoing progress-monitoring data to adjust language supports and provide targeted practice in students' identified areas of need. Students will demonstrate measurable growth across TELPAS language domains, with increased readiness for annual TELPAS assessment expectations.

Staff Responsible for Monitoring: LPAC Lead

Problem Statements: Student Learning 5

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas.	Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms.

Performance Objective 10 ☑ High Priority

By May 2027, increase the percentage of Special Education students achieving Meets Grade Level or above on STAAR to 21% in Mathematics and 19% in Reading.

Evaluation Data Source: Exit tickets
DCA data
STAAR 2027

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Special Education and general education teachers will collaboratively plan and deliver TEKS-aligned, specially designed instruction and targeted small-group intervention in Reading and Mathematics based on individual student needs, IEP goals, formative assessments, and student performance data. PLTs will routinely monitor SPED student progress by TEKS and performance level and adjust accommodations, instructional supports, and intervention when students are not demonstrating expected progress.

Strategy's Expected Result/Impact: Special Education students will demonstrate increased mastery of grade-level Reading and Mathematics TEKS as evidenced by formative assessments, common/unit assessments, progress-monitoring data, and district assessments, resulting in an increase in students achieving Meets Grade Level or above to 21% in Mathematics and 19% in Reading by May 2027.

Staff Responsible for Monitoring: SPED department chair

Problem Statements: Student Learning 1, 4

Funding Sources: 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters.	General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data.
4	Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets.	Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

By May 2027, AMS will decrease the campuswide chronic absenteeism rate from 14% to 10% and decrease the chronic absenteeism rate for Special Education students from 22% to 15%, as measured by campus attendance data.

Evaluation Data Source: Attendance Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

AMS will conduct MTSS meetings with student, parent, counselor, student success coach, and administrator. Attendance team will incentivize and track student attendance.

Strategy's Expected Result/Impact: Through consistent MTSS attendance meetings, individualized interventions, parent engagement, attendance tracking, and student incentives, AMS will decrease the chronic absenteeism rate from 22% to 15% by May 2027, resulting in increased student attendance and instructional time.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students.	Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism.

Performance Objective 2

By May 2027, AMS will decrease the percentage of students receiving ISS/OSS from 16.6% to 12% and decrease discretionary referrals for Special Education students from 12% to 7%, as measured by campus discipline data.

Evaluation Data Source: Discipline referral data

Strategy 1 ☑ Results Driven Accountability

AMS will conduct MTSS meetings with student, parent, counselor, student success coach, and administrator. MTSS team will incentivize and track student discipline.

Strategy's Expected Result/Impact: Special Education students will experience a reduction in discretionary referrals and disciplinary removals, resulting in increased time in the instructional setting. Campus discipline data will demonstrate progress toward reducing discretionary referrals for Special Education students from 12% to 7% by May 2027.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions.	Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, Austin Middle School will increase parent education and community engagement by hosting at least 1 family workshops or event onece a month (e.g., literacy nights, technology training, GT Night), achieving a 20% increase in parent participation compared to 2025-26 baseline attendance, as measured by sign-in sheets and parent surveys.

Evaluation Data Source: Sign In Sheets

Strategy 1

Implement a yearlong Family Engagement and Education Series focused on strengthening parent partnerships and community collaboration to support student learning and well-being. The series will include at least six themed workshops--such as Family Literacy Night, Technology Training for Parents, GT/Advanced Academics Night, Bilingual Family Sessions, and College & Career Readiness Events and will also include 1 family event a month.

Strategy's Expected Result/Impact: Austin Middle School will conduct at least one family engagement activity each month, including a minimum of six themed family education workshops during the 2026-2027 school year. Family participation will increase by at least 20% from the 2025-2026 baseline, as measured by event sign-in sheets and participation records. At least 80% of participating families responding to event feedback surveys will report that the activities provided useful information or resources to support their child's academic success and/or well-being.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

Funding Sources: 211 - Title I-A, $3,398

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives.	Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers. Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest.

State Compensatory Education

State Compensatory

Budget for Austin Middle School

Total SCE Funds: $17,984.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Austin Middle School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds, specifically $17,984 is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. These additional interventions will increase academic growth for students for at-risk students. The materials and additional tutorials funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at Austin Middle School.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Austin Middle School conducted a collaborative Comprehensive Needs Assessment (CNA) process during to identify campus strengths, areas of need, and priorities for the 2026–2027 school year. The CNA process included multiple opportunities for campus stakeholders to participate in the review and analysis of data and provide input regarding campus needs. Stakeholders included campus administrators, teachers representing multiple grade levels and content areas, counselors, instructional support staff, parents/families, community members, and other appropriate campus representatives. Stakeholders were selected to ensure representation from the various groups and programs served by the campus.

The CNA committee met In February 11, 2026 and April 8, 2026 to examine the four required areas of Demographics, Student Learning, School Processes and Programs, and Perceptions. During the meetings, stakeholders reviewed multiple sources of quantitative and qualitative data, including STAAR performance, MAP growth data, TELPAS results, student subgroup performance, attendance and chronic absenteeism, discipline data, Special Education and Emergent Bilingual student performance, CCMR/college and career readiness information as applicable, student and staff demographic information, and parent, student, and staff climate/culture survey results. Data sources were selected based on their relevance to campus performance, identified accountability needs, longitudinal trends, and the ability to identify achievement gaps among student groups.

Stakeholders worked collaboratively to identify strengths, problem statements, and root causes within each CNA area. Particular attention was given to patterns and trends across multiple data sources rather than relying on a single measure. The committee used the findings from the CNA to prioritize the campus needs that would have the greatest impact on student achievement and school improvement. These priorities were then used to develop measurable performance objectives and aligned strategies for the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Multiple meetings and opportunities for stakeholder participation were provided throughout the CNA and CIP development process. February 11, 2026 and April 8, 2026 with additional opportunities for stakeholders to review information and provide feedback as the plan was developed and refined. This process allowed stakeholders to participate in data analysis, identification of problem statements and root causes, prioritization of campus needs, and review of proposed goals, performance objectives, and strategies.

Evidence of stakeholder participation and multiple meetings is maintained in Austin Middle School CNA/CIP 2026–2027 Google Drive folder, CNA binder, Title I documentation folder, etc. Documentation includes meeting agendas with dates, meeting notes/minutes, sign-in sheets or attendance records, data reviewed during the meetings, stakeholder feedback, CNA working documents, and other artifacts demonstrating stakeholder involvement. We will meet again on Sept 17, 2026 to finalize the goals and strategies.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Campus Improvement Plan began with the collection and review of available campus data during June and July 2026. During July 11, 2026, the CNA committee and campus stakeholders analyzed data

within the four CNA areas, identified strengths and needs, developed problem statements, and conducted root-cause analysis. Following completion of the CNA, campus leadership and stakeholders used the identified priorities to develop and/or refine the campus performance objectives, strategies, expected results/impacts, and methods for progress monitoring.

The Campus Improvement Plan was reviewed with stakeholders during Sept. 17, 2026, and feedback was used to make revisions before finalizing the plan. The CIP will remain a working document throughout the 2026–2027 school year, with implementation and progress reviewed during established formative review periods. The scheduled dates are November 11, 2026, February 12 and April 14, 2027. Evidence documenting the CNA and CIP development process, including agendas, minutes/notes, sign-in sheets, data-analysis documents, stakeholder feedback, and plan revisions, is maintained in Title 1/CIP Austin 26-27 Google Drive.

2.2 Stakeholders 1114(b)(2)

Austin Middle School engages staff, families, and community members throughout the development, review, and evaluation of the Comprehensive Needs Assessment and Campus Improvement Plan. Stakeholders representing various roles and perspectives are provided multiple opportunities to review campus data, identify strengths and needs, participate in root-cause analysis, prioritize areas for improvement, and provide input regarding campus goals, performance objectives, and strategies.

Feedback is solicited through CNA/CIP meetings, campus committees, staff and parent meetings, surveys, and opportunities to review and provide input on the developing plan. Feedback is considered when determining campus priorities and when revising the plan throughout the year.

Documentation of stakeholder participation is maintained in Title 1/CIP Austin 26-27 Google Drive. for this upcoming school year and
includes the stakeholder list identifying names and roles, dated agendas, sign-in sheets, meeting notes/minutes, presentations, survey results, and other evidence of stakeholder feedback.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Austin Middle School Campus Improvement Plan is made available to Irving ISD, parents, staff, and the public through https://austin.irvingisd.net/about-us/campus-improvement-plan/campus-improvement-plan The campus communicates the availability of the plan to families and provides access in an understandable and accessible format.

Information is provided in appropriate languages and formats, including English and Spanish, based on the needs of the school community. Upon request, the campus will provide additional assistance or clarification to families who need support accessing or understanding the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Austin Middle School coordinates its Schoolwide Title I program with applicable federal, state, district, and local programs and resources to ensure that services are aligned with needs identified through the CNA and are not implemented as isolated initiatives. Campus leadership reviews available programs, funding sources, personnel, instructional resources, and student support services when determining how resources will support the performance objectives and strategies identified in the Campus Improvement Plan.

Coordination may include, as applicable, Title I services, Special Education, Emergent Bilingual/Title III services, state compensatory education, counseling and mental health supports, attendance and dropout-prevention initiatives, violence-prevention and school-safety programs, nutrition services, Career and Technical Education, college and career readiness, and targeted or additional targeted support activities.

Resources are coordinated to support identified student needs, reduce duplication of services, and ensure that funding

and programs are aligned to the campus's highest-priority needs.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Statutorily required Title I Schoolwide Program descriptions are addressed within the applicable strategies in the Campus Improvement Plan and are identified through the corresponding Title I elements selected at the strategy level in Plan4Learning.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Austin Middle School evaluates the effectiveness of the Schoolwide Program and Campus Improvement Plan throughout the school year using the formative and summative review processes in Plan4Learning. Campus leadership and stakeholders review implementation evidence and student outcome data to determine whether strategies are being implemented as intended and whether they are producing the expected results.

Formative Reviews are completed throughout the year in Sept 17, Nov 11, Feb 10, April 14th ffor the 2026-2027 school year and document progress toward performance objectives, implementation of strategies, evidence reviewed, identified barriers, and necessary adjustments. At a minimum, program effectiveness is reviewed semiannually; however, the campus uses the scheduled Plan4Learning formative review periods to provide more frequent progress monitoring.

The Summative Review documents the annual evaluation of the Schoolwide Program/Campus Improvement Plan, including the extent to which performance objectives were achieved and strategies were effective. Findings from the annual evaluation are used as a data source during the following year's CNA process to determine whether identified needs have improved, persisted, or require different strategies.

Documentation supporting program evaluation is maintained in Title 1/CIP Austin 26-27 Google Drive (a new drive will be created for the 2026-2027 school year) and includes meeting agendas, sign-in sheets, meeting notes/minutes, formative and summative reviews, implementation evidence, state and local assessment results, MAP and TELPAS data, attendance and discipline data, perception/survey data, student-group performance data, and other relevant evidence reviewed by the campus.

Title I Personnel

Name	Position	Program	FTE
Aja Alexander	Student Success Coach		1
Elizabeth Puga	Interventionist		1
Melissa Torres	Parent Liaison		1

Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 17, 2026 @ 5:30 PM	Library	Sharlene Ibarra_202609281149.pdf	AUSTIN MIDDLE SCHOOL CIC 2026-2027 1st meeting PDF.pdf

Members

First Name	Last Name	Position	Committee Role
Jessica	Quintanilla-Shelton	Bilingual ESL LEAD	District Representative
Jordan	Holmes	Teacher	Teacher
Melissa	Garcia	Teacher	Teacher
Edna	Sanchez	Teacher	Teacher
Angela	Davis	SPED teacher	SPED Teacher
Yancy	De La O	Teacher	Teacher
Lisa	Torres	Community member	Community member
Raquel	Finley	Business Representative	Business Representative
Denise	Anderson	Assistant Principal	Assistant Principal
Angela	Haynes	Parent	Parent
Perla	Nieto	Parent	Parent
Luz	Lopez	Paraprofessional	Paraprofessional
Almarely	Pena	Parent	Parent
Melissa	Torres	Parent	Parent
Norma	Aragon	Principal	Principal

Irving Independent School District

Bowie Middle School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

1384

Generated by Plan4Learning.com
October 09, 2026 at 09:16 AM

Mission Statement

Bowie Mission Statement:

At Bowie Middle School, we grow minds and hearts — leaving positive prints and paving powerful paths to high school success.

Vision

Bowie Vision:

We envision a school where ALL are inspired to lead, empowered to grow, and equipped to leave a lasting, positive legacy.

Value Statement

Bowie Core Values (PAWS):

- **Positive Attitude**
- **Academic Achievement**
- **Wise Choices**
- **Show Respect**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 14

Perceptions 19

Priority Problem Statements 24

Data Documentation for CNA 28

Improvement Planning Data 29

Accountability Data 29

Student Data: Assessments 29

Student Data: Student Groups 29

Student Data: Behavior and Other Indicators 30

Employee Data 30

Parent/Community Data 30

Support Systems and Other Data 31

Goals 32

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 33

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 53

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 57

State Compensatory Education 60

Budget for Bowie Middle School 61

Title I Summary 62

Title I 63

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 63

1.1 Description of CNA Process 63

1.2 Location for Evidence of Multiple Meetings Held 63

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 64

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 64

2.2 Stakeholders 1114(b)(2) 64

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 65

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 65

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 66

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 66

Title I Personnel 66

Comprehensive Needs Assessment

Demographics

Summary

School Overview Bowie Middle School serves students in grades 6–8 and is also the Regional School for the Deaf, serving students from Irving, Duncanville, and Grand Prairie. Current 2026–27 enrollment is **651 students**, including **205 sixth-grade students, 236 seventh-grade students, and 210 eighth-grade students**. Enrollment has declined over the past three school years, from **752 students in 2024–25 to 702 students in 2025–26 and 651 students in 2026–27**, a decline of 101 students, or approximately **13.4%**, from 2024–25 to 2026–27. This continued enrollment decline requires the campus to monitor student mobility, transitions, program participation, staffing, and the academic and social integration of students entering during the school year.

Programs and Services Bowie offers various programs to support its diverse student population:

- **504 Program**: 2.12%
- **Special Education**: 20.3%
- **Gifted and Talented**: 18.6%
- **Bilingual/ESL**: 60%

Students can also participate in the National Junior Honor Society and Student Council.

Staff Composition The school employs a total of 62 staff members, including:

- 48 classroom teachers
- 7 special education teachers
- 2 counselors
- 2 Math Interventionist and 2 Academic Specialist

The administration team consists of a principal and 2 assistant principals. A Leadership Coalition of 13 staff members meets regularly to ensure alignment with the school's mission and vision.

Facilities and Enrollment Policy Bowie Middle School, with an enrollment of 651 students, features comprehensive facilities including a library, band, orchestra, choir, an art room, a dance studio, an outdoor education classroom, a practice gym, and a competition gym. The school is part of the Verizon Innovative Learning program and has a VILS Lab. Enrollment is determined by zoning through Irving ISD, with the school zone extending from both east and west sides of Loop 12, south from the Trinity Railway Express line to Interstate I-30.

District Information Irving ISD, established in 1909, comprises 1 collegiate academy, 5 high schools, 8 middle schools, and 18 elementary schools, serving around 33,000 students with approximately 4,000 employees. It is the 12th largest district in the DFW Metroplex.

Parent and Community Engagement Bowie has a Parent Liaison who operates the Parent Volunteer Center, organizing events like All Pro Dads and WonderMoms, and increasing family engagement opportunities. Communication is facilitated through various channels, including a growing Facebook page, the school newsletter (Bowie Nation News), School Messenger, and Kinvolved. The surrounding community in South Irving zip code 75060 has nearly 50,000 residents, with a demographic composition of 48.2% Hispanic, 21.8% White, and 13.8% Black. The median household income in 2020 was $57,320.

Key Trends and Changes

- **Stakeholder Involvement**: Increased parent and community engagement through new events and a student advisory council.
- **Programs and Services**: Introduction of new programs like dance and outdoor education, despite the loss of Kickstart karate.
- **Behavioral Trends**: Significant reduction in infractions from 1092 in the 2022-23 school year to 553 in the 2023-24 school year.
- **Mobility and Support**: 10.1% of students are considered mobile, with student council members providing tours for incoming students.
- **Class Size and Ratios**: The average student-to-teacher ratio is 25:1.
- **Attendance and Discipline**: Continuous efforts to improve attendance and reduce tardiness through strategic procedures and policies.

Student Demographics

- **Race/Ethnicity**: 88.2% Hispanic, 2.1% White, 3.4% African American, 0.6% Asian, and less than 1% Pacific Islander and Two or More Races.
- **Gender Distribution**: In 6th grade, there were 124 females and 115 males; in 7th grade, 99 females and 114 males; and in 8th grade, 128 females and 134 males.
- **Student Groups**: Bowie serves students in various programs, including 504 (2.12%), Special Education (20.3%), Gifted and Talented (18.6%), and 60% of students are Bilingual/ESL served.

Disciplinary Infractions: With a total of 220 infractions in the 2025-2026 school year, Bowie focuses on reducing disciplinary placements through programs like Capturing Kids' Hearts, PBIS, and student councils. These efforts have led to a 33.1% decrease in disciplinary placements from the previous year.

The Discipline Infraction breakdown by demographics is as follows 88.6% were for Hispanic students, 5.3% for African American students, and 2.1% were for White students. Males made up 79.5% of the infractions and females made up 20.5% of the infractions. If we look at infractions by grade level, 6th grade had 21.4%, 7th grade had 52.8%, and 8th grade had 25.8% of the infractions.

- **Attendance and Engagement:**
  - Bowie has improved attendance rates from 93.9% to 94.4% over the last three years, nearing the pre-COVID average of 95%. Efforts to engage students and families through coordinated communication and support systems have been effective in enhancing attendance.
  - To combat students being out of the classroom for disciplinary reasons, the Student Culture Team continues to focus on Capturing Kids' Hearts, Student Council, and PBIS as a focus for fostering relationships with our students and staff.
  - 17% of students are chronically absent (missing more than 10% of the school year).

Staff Data

- **Gender and Ethnicity:** 32 female and 19 male teachers. The ethnic composition includes 1 American Indian/Alaska Native, 17 Asian, 17 African American/Black, and 16 White staff members.
- **Staff Retention Rate:** The school has a 76% retention rate, with many vacancies due to promotions.
- **New Staff Support:** New staff members are assigned a mentor and attend monthly support meetings during the first semester and bi-monthly meetings during the second semester.

Bowie Middle School is dedicated to fostering a supportive and inclusive environment that promotes academic excellence and community involvement. The school continuously adapts to meet the needs of its diverse student population and engages actively with parents and the broader community to ensure a collaborative and enriching educational experience.

Strengths

Rich Diversity and Cultural Assets

- Bowie serves a predominantly Hispanic student population (88.2%) with representation from African American (3.4%), White (2.1%), Asian (0.6%), and other ethnic groups.
- This provides opportunities for bilingualism, cultural awareness, and inclusive learning practices that prepare students for global competencies.

Regional School for the Deaf

- Bowie uniquely serves as the Regional School for the Deaf for Irving, Duncanville, and Grand Prairie.
- This inclusive model demonstrates the school's strength in meeting specialized student needs while fostering a culture of belonging.

Gifted & Talented Opportunities

- About 18.6**%** of students are identified as Gifted and Talented, showing Bowie's capacity to serve advanced learners alongside at-risk populations.

- Programs such as National Junior Honor Society, TSA, and Academic UIL extend enrichment opportunities.

Family & Community Engagement

- Bowie has a Parent Liaison and strong volunteer network that coordinates programs such as All Pro Dads, WonderMoms, and frequent parent engagement nights.
- These structures create a foundation for sustained family-school partnerships.
- Discipline infractions have dropped from 1,092 (2022–23) → 553 (2023–24) → 330 (2024–25), reflecting stronger Tier 1 behavior systems.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction.	Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content.
2 ★	Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas.	Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance.
3	Bowie Middle School enrollment has declined from 752 students in 2024-25 to 702 students in 2025-26 and 651 students in 2026-27, representing a decline of approximately 13.4% over two years. Continued enrollment decline and student mobility may affect instructional continuity, program participation, staffing, and students' academic and social transitions.	While orientation supports exist, systematic academic and social integration structures for new and mobile students are not consistently implemented across grade levels
4	Staff retention remains at 76%, resulting in frequent onboarding of new teachers and variability in instructional quality.	While mentorship exists, systematic coaching and job-embedded professional learning cycles are not consistently implemented to build teacher capacity and long-term commitment.

★ = Priority

Student Learning

Summary

Overall, Bowie Middle School continues to demonstrate both areas of progress and persistent challenges in student learning.

STAAR 2026 Performance

- **Reading/Language Arts (RLA):** 69% Approaches | 42% Meets | 16% Masters
- **Math:** 63% Approaches | 38% Meets | 15% Masters
- **Science:** 68% Approaches | 44% Meets | 20% Masters
- **Social Studies:** 37% Approaches | 16% Meets | 5% Masters

Bowie Middle demonstrated overall academic growth from 2025 to 2026, increasing the percentage of STAAR results meeting grade level or above from **34% to 38%**, while showing particularly strong gains in **7th-grade Reading**. At the same time, performance remained uneven across grade levels and subjects. **8th-grade Reading Masters declined from 13% to 8%**, while **8th-grade Social Studies remained a significant area of need at 16% Meets and 5% Masters**. **Science demonstrated stronger performance, with 44% reaching Meets and 20% reaching Masters**, while Mathematics remained an area for continued acceleration, with **38% reaching Meets and 15% reaching Masters**. Overall, the data reflects a year of growth with clear opportunities to build consistency across subjects, particularly through targeted support in **8th-grade Reading, Social Studies, and Mathematics**, while sustaining and building upon gains in areas such as **7th-grade Reading**.

MAP Growth (2025–2026)

- **46–49% of students met growth projections in Math** and **60–64% in Reading**. Math growth remained below expected growth levels across all three grades, while Reading growth exceeded projected growth across grades 6–8.
- This shows a notable contrast between subjects. **Reading is an area of strength**, with 64% of 6th graders, 60% of 7th graders, and 60% of 8th graders meeting their growth projections. **Math remains an area of need**, with only 49% of 6th graders, 49% of 7th graders, and 46% of 8th graders meeting projected growth, indicating that mathematics growth is not yet sufficient to consistently close existing achievement gaps.

TELPAS & English Language Proficiency

- **2025–26 TELPAS data show meaningful English-language growth among Bowie's Emergent Bilingual students, with 73.96% demonstrating progress in at least one language proficiency domain.** Additionally, 66.93% progressed one proficiency level and 15.36% progressed two or more levels. However, growth remains inconsistent across Listening, Speaking, Reading, and Writing, as 43.23% of students experienced regression in at least one proficiency domain. These results indicate a continued need to strengthen explicit, content-based language development and differentiated linguistic supports across core instruction to accelerate students toward higher levels of English proficiency.

Accountability Ratings (2025)

- **Domain 1 – Student Achievement:** 71 (C)
- **Domain 2 – School Progress:** 82 (B)
    - Part A Academic Growth: 67 (scaled to 79, D)
    - Part B Relative Performance: 82 (B, aligned to 92.6% Eco. Dis.)
- **Domain 3 – Closing the Gaps:** 87 (B), largely driven by underperformance of EL and economically disadvantaged students.
- **Overall 2025 Rating:** 84 (B) – Identified for Comprehensive Support & Improvement (CSI).

Special Populations

- **Special Education (18%):** Growth lags behind peers, with inconsistent success in co-teach and inclusion models.
- **Gifted & Talented (22%):** Students meet Approaches but are underrepresented at Masters.

- **Deaf/Hard-of-Hearing:** Outcomes are inconsistent compared to peers, highlighting a need for stronger general education inclusion support.

Behavior, Attendance, and Engagement

Bowie Middle School continues to demonstrate positive trends in student behavior. Discipline infractions decreased from **1,092 in 2022–23 to 553 in 2023–24, 302 in 2024–25, and 200 in 2025–26**, representing an approximately **34% decrease from the previous year and an 82% reduction since 2022–23**. This sustained decline reflects progress in creating a positive school culture and reducing student behaviors that interfere with learning.

Attendance remains an area for continued focus. Bowie's **2025–26 attendance rate was approximately 93.5%, compared with 94.0% in 2024–25**. While attendance remains above earlier post-pandemic levels, the slight year-over-year decline indicates a need to continue monitoring attendance patterns and providing targeted interventions for students experiencing chronic or recurring absences.

Bowie also continues to provide opportunities for students to build **leadership, belonging, and connection to school through extracurricular, enrichment, and student leadership opportunities**. These opportunities, combined with the sustained reduction in discipline, provide a foundation for strengthening student engagement and academic success.

Overall Student Learning

Student learning data demonstrate **areas of meaningful academic growth alongside persistent achievement gaps and areas requiring accelerated improvement**. On 2025–26 STAAR, Bowie demonstrated notable gains in areas including **Grade 7 Reading, Grade 8 Mathematics, and Grade 8 Science**, while **Grade 7 Mathematics and Grade 8 Social Studies remain significant areas of need**. MAP results further demonstrate positive Reading growth, with students in **Grades 6, 7, and 8 exceeding projected school growth**, while Mathematics observed growth remained below projected growth across all three grade levels.

Emergent Bilingual students also demonstrated meaningful English-language development. **73.96% experienced progress in at least one TELPAS proficiency domain**; however, growth was inconsistent across Listening, Speaking, Reading, and Writing, indicating a continued need for explicit language development and differentiated linguistic supports embedded within core instruction.

Overall, Bowie should leverage its **improvements in student behavior, Reading growth, English-language development, and achievement in selected STAAR content areas** while intensifying support in **Mathematics, Social Studies, attendance, and for student groups demonstrating persistent achievement gaps**. Continued emphasis on high-quality Tier 1 instruction, targeted intervention, progress monitoring, language-rich instruction, and student engagement will be essential to accelerating achievement and ensuring all students are prepared for high school success.

Strengths

Growth in Reading Achievement

- **STAAR Reading performance demonstrated significant improvement in Grades 7 and 8.** Grade 7 increased from **59% to 73% Approaches, 31% to 46% Meets, and 13% to 21% Masters** from 2025 to 2026. Grade 8 increased from **65% to 72% Approaches** and **34% to 35% Meets**, although Masters decreased from 13% to 8%. Grade 6 Reading remained comparatively stable at Meets (34%) while Approaches decreased from 64% to 59%.
- MAP Reading reinforces the positive growth trend. Students in **all three grade levels exceeded projected growth**, with **64% of Grade 6, 60% of Grade 7, and 60% of Grade 8 students meeting their individual growth projections**.

Growth in Grade 8 Math and Science Achievement

- **Grade 8 Mathematics demonstrated substantial STAAR improvement**, increasing from **70% to 79% Approaches and 44% to 52% Meets**. Masters remained relatively stable at 10%, compared with 11% in 2025.
- **Grade 8 Science continued its upward trajectory**, increasing from **61% to 64% Approaches, 31% to 37% Meets, and 6% to 13% Masters**. The **7-percentage-point increase at Masters** is particularly notable and indicates increased success with rigorous content.
- Mathematics performance was not consistently positive across grade levels. Grade 6 Approaches decreased from **63% to 58%**, while Grade 7 remained a significant concern at **20% Approaches, 7% Meets, and 1% Masters**. MAP results also show that observed Math growth remained below projected growth in Grades 6–8. Therefore, the campus should characterize **Grade 8 Math as a strength while maintaining Mathematics overall as a priority area for improvement**.

English Language Proficiency Growth

- Bowie's Emergent Bilingual students demonstrated **meaningful English-language development**, with **73.96% experiencing progress in at least one TELPAS proficiency domain**. Additionally, **66.93% progressed one level and 15.36% progressed two or more levels**.
- While this represents an important campus strength, growth remains uneven across language domains, with **43.23% experiencing regression in at least one proficiency area**. Because TELPAS outcomes can differ across Listening, Speaking, Reading, and Writing, students may appear in multiple growth categories.

Sustained Reduction in Discipline

- Student behavior represents a significant multi-year campus improvement. Discipline infractions declined from **1,092 in 2022–23 to 553 in 2023–24, 302 in 2024–25, and 200 in 2025–26**. This represents an approximately **34% reduction from 2024–25 and an 82% reduction since 2022–23**, resulting in fewer behavioral disruptions and greater opportunity for students to remain engaged in instruction.

Attendance Remains Relatively Stable

- Bowie maintained an attendance rate of approximately **93.5% in 2025–26**, compared with approximately **94.0% in 2024–25**. Although attendance remains stronger than earlier post-pandemic levels, the slight decline indicates that attendance should be viewed as an area to **maintain and strengthen rather than a current growth area**.

Student Access to Advanced and Enrichment Opportunities

- Bowie continues to provide students with opportunities for **advanced academics, enrichment, leadership, and extracurricular involvement**. These opportunities support student belonging, engagement, and connection to school.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency.	Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students.
2 ★	Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters.	Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions.
3 ★	Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment.	Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking.
4	Science achievement improved but remains below desired levels, with 64% of Grade 8 students achieving Approaches, 37% Meets, and 13% Masters on the 2026 STAAR assessment.	Science instruction inconsistently provides inquiry-based learning, hands-on application, and academic language supports needed for students to demonstrate conceptual mastery.
5	MAP growth remains an area of concern in Mathematics, with only 49% of Grade 6, 49% of Grade 7, and 46% of Grade 8 students meeting their 2025-26 growth projections. While Reading growth improved, with 60-64% meeting growth projections across grades, Math growth remained below projected levels in all three grades.	PLCs inconsistently use MAP and formative assessment data to adjust Tier 1 instruction, reteach misconceptions, and provide targeted small-group support.

6 ★	Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing.	Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas.
7 ★	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.

★ = Priority

School Processes & Programs

Summary

Bowie Middle School continues to strengthen instructional systems, leadership structures, and student supports, while also expanding enrichment opportunities for students.

Staff Recruitment, Hiring, and Retention
Bowie Middle School works within Irving ISD's recruitment and hiring processes to identify qualified teachers and paraprofessionals and uses campus needs and student performance data to inform staffing and teacher placement. Once hired, new teachers participate in Irving ISD's First Class induction program and receive campus-based mentoring, monthly professional learning, coaching, and administrator feedback. Teacher assignments are informed by student performance data, including STAAR, MAP, and course performance, with an emphasis on placing effective educators with students demonstrating the greatest academic need. Staff retention remains an area for continued attention; therefore, Bowie will continue strengthening induction, coaching, professional learning, recognition, and leadership-development opportunities to support teacher effectiveness and retention.

Curriculum & Instruction

- Bowie implements Irving ISD's **district-provided scope and sequence, unit plans, and assessments** across all content areas.
- Teachers receive training on **internalization protocols** and use PLCs to review student work, adjust lesson pacing, and ensure alignment to TEKS.
- Despite progress, Tier 1 instruction remains **inconsistent in rigor and language supports**, particularly for Emergent Bilinguals (60% of students) and Special Education students (20.3%).

Professional Development

- All new teachers are paired with a mentor and supported through the district's **First Class induction program**, as well as monthly campus PD on **classroom management, curriculum internalization, and best practices**.
- Ongoing coaching is provided by administrators and instructional leaders, with structured feedback cycles aligned to T-TESS.
- Staff retention remains a challenge (**76% retention**), highlighting the need for stronger long-term coaching and leadership pathways.

Leadership & Decision-Making

- Placement of teachers is **data-driven**, ensuring the strongest educators are assigned to the highest-need students.
- Teacher voice is considered through surveys, but final decisions are guided by campus performance data and student needs.
- A **Leadership Coalition** and Student Success Coach provide additional instructional leadership, focusing on results-oriented decision-making.

Communication & Organization

- Families and staff are connected through multiple platforms: **Bowie Family Newsletter, Kinvolved, SchoolMessenger, and social media**.
- Parent engagement events occur **at least twice a month per department**, supporting strong school–family partnerships.
- A Parent Liaison coordinates volunteers and outreach programs such as **All Pro Dads and WonderMoms**.

Support Services

- Bowie serves as the **Regional School for the Deaf**, providing specialized services and inclusion supports.
- The campus implements the district's **RISE program** as part of the MTSS framework, requiring all teachers to submit **Classroom Success Plans** to standardize Tier 1 behavior systems.
- Additional supports include **Alongside (digital mental health platform), HOPE Squad (suicide prevention and peer leadership), Youth180 mentoring, and All Things Made New family support services**.

Extracurricular & Co-Curricular Opportunities

- Students have access to a wide range of enrichment, including **band, orchestra, choir, art, dance, outdoor education, NJHS, Academic UIL, and Technology Student Association (TSA)**.
- TSA achieved notable success in 2025, with **two students advancing to nationals**.
- These programs promote **leadership, STEM innovation, creativity, and student connection to school**.

School Safety and Student Welfare

Bowie maintains student safety through campus and district systems addressing school safety, discipline, crisis intervention, student welfare, and behavioral support. Safety and behavioral information is reviewed as part of the campus needs-assessment and program-evaluation processes, which include school safety data, discipline reports, attendance information, student feedback, and tobacco, alcohol, and other drug-use data. Campus program effectiveness is monitored throughout the year using formative reviews, including discipline and attendance reports, with findings incorporated into subsequent needs assessment and improvement planning.

Bowie also implements the district's RISE program through the MTSS framework to strengthen consistent Tier 1 behavioral expectations. Teachers develop Classroom Success Plans to establish common classroom behavior systems, while additional student supports include HOPE Squad, Youth180 mentoring, Alongside mental-health check-ins, and community/family support through All Things Made New. The campus CIP also addresses crisis intervention, discipline/conflict/violence management, bullying prevention, and the roles of peace officers, resource officers, and security personnel through district policies and procedures.

Bullying, Drug, and Violence Prevention

Bowie addresses bullying, substance-use concerns, violence, and other student-welfare issues through a combination of prevention, behavioral supports, student education, intervention, and district-established policies and procedures. The campus CNA includes discipline records, school safety data, student feedback, and tobacco, alcohol, and other drug-use data among the indicators reviewed to identify student needs. District policies and campus practices also address bullying prevention, crisis intervention, discipline/conflict/violence management, and student welfare.

Preventive student supports include RISE/MTSS Tier 1 behavior systems, Classroom Success Plans, HOPE Squad peer leadership and suicide prevention, Youth180 mentoring, and Alongside mental-health supports. These structures are intended to strengthen student belonging, promote positive decision-making, identify students needing additional support, and reduce behaviors that interfere with a safe learning environment. Bowie will continue using discipline, safety, attendance, and student-perception data to determine the effectiveness of these supports and identify areas requiring additional intervention.

Student Transition and Integration Supports

Bowie recognizes that successful transitions into middle school, between grade levels, during mid-year enrollment, and from middle school to high school are important to students' academic and social success. Current campus data identify mobility and declining enrollment as areas requiring continued attention, and the existing CNA specifically notes that orientation supports are available but that systematic academic and social integration structures for new and mobile students are not yet consistently implemented across grade levels.

Bowie will continue strengthening transition supports by connecting students and families to campus expectations, academic programs, extracurricular opportunities, counseling and student-support services, and appropriate academic interventions. Particular attention should be given to incoming sixth-grade students, students enrolling during the school year, and eighth-grade students preparing for high school so that transitions support continuity in academics, attendance, behavior, belonging, and college/career planning.

College and Career Readiness

Bowie supports Irving ISD's goal that each student reach their highest potential and be college and career ready by providing academic, leadership, enrichment, and STEAM opportunities that prepare students for success beyond middle school. Students have access to programs and activities including Academic UIL, National Junior Honor Society, Technology Student Association (TSA), band, orchestra, choir, art, dance, outdoor education, and technology-rich learning through the Verizon Innovative Learning Lab. TSA has demonstrated particular success, with two Bowie students advancing to national competition in 2025. These opportunities provide students with experiences in leadership, collaboration, problem solving, communication, technology, creativity, and academic competition.

College and career readiness is also supported through rigorous Tier I instruction, academic intervention, student goal setting, enrichment, and preparation for the transition to high school. The campus will continue strengthening connections among students' academic achievement, individual interests, high-school opportunities, and future college and career pathways. Bowie should specifically monitor participation in advanced and enrichment opportunities to ensure equitable access for all student groups.

Technology Integration

- Bowie houses a **Verizon Innovative Learning Lab (VILS)** to support STEAM integration and digital learning.
- Technology is used for academic purposes (digital curriculum, formative assessments) and communication (HAC for families to track grades and STAAR results).

Bowie Middle School has established systems supporting curriculum alignment, professional learning, data-driven teacher placement, student intervention, behavior support, family engagement, enrichment, technology integration, school safety, and student wellness. Strengths include RISE/MTSS implementation, new-teacher induction and mentoring, expanded student-support services, the VILS lab, and student leadership and enrichment opportunities such as TSA, UIL, NJHS, and HOPE Squad. Historical discipline data also demonstrate substantial improvement, with total discipline incidents declining from **1,092 in 2022–23 to 553 in 2023–24 and 329 in 2024–25**, a reduction of approximately 70%.

Continued areas of focus include strengthening Tier I instructional rigor and language supports, improving co-teach practices, increasing staff retention, ensuring equitable implementation of behavioral supports, strengthening transition systems for new, mobile, and transitioning students, expanding college and career readiness connections, and continuously evaluating school-safety and prevention systems. Bowie will use academic, discipline, attendance, school-safety, student-perception, program-participation, and other formative data to monitor implementation and determine whether campus programs are producing the intended impact.

Strengths

Data-Driven Teacher Placement

- Teacher assignments are based on **student performance data (STAAR, MAP, course failures)** and teacher effectiveness, ensuring the strongest educators are placed with the highest-need students.

Strong Induction & Mentorship for New Teachers

- All new teachers participate in Irving ISD's **First Class program**, plus **campus-based mentorship, monthly PD, and ongoing coaching**, helping accelerate teacher growth and support student learning.

Consistent Professional Learning & Coaching Cycles

- Monthly professional learning focuses on **classroom management, curriculum internalization, and instructional best practices**, supported by **coaching and feedback cycles** from administrators.

Family & Community Engagement Systems

- Families are engaged through **at least two parent events per department per semester**, plus ongoing communication via **Bowie Family Newsletter, Kinvolved, SchoolMessenger, and social media**.
- A **Parent Liaison** coordinates volunteer programs like **All Pro Dads and WonderMoms**.

Expanded Student Support Services

- Implementation of the **RISE program** within MTSS ensures consistent Tier 1 behavior systems, supported by required **Classroom Success Plans** for every teacher.
- Additional supports include **HOPE Squad (student-led suicide prevention), Youth180 (mentoring), Alongside (mental health check-ins), and All Things Made New (family assistance)**.

Extracurricular & Enrichment Success

- Students benefit from diverse opportunities including **band, orchestra, choir, dance, outdoor education, UIL Academics, and NJHS**.
- The **Technology Student Association (TSA)** achieved national recognition in 2025, with **two students advancing to the national competition**.

Technology Integration & STEAM Innovation

- Bowie leverages its **Verizon Innovative Learning Lab (VILS)** to integrate STEAM and digital tools into instruction.
- Families use **Home Access Center (HAC)** to track grades and STAAR data, promoting academic accountability at home.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26.	PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions.
2 ★	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.
3	While Bowie has strong family engagement events, attendance and impact of parent programs vary by subgroup.	Communication and outreach are not fully differentiated for families of Emergent Bilinguals and economically disadvantaged students, limiting equitable participation.
4 ★	Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities.	Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms.
5 ★	Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities.	Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups.

★ = Priority

Perceptions

Summary

Bowie Middle School continues to focus on creating a welcoming, safe, supportive, and academically focused environment for students, staff, families, and community members. Perception data, attendance and discipline trends, stakeholder feedback, family-engagement information, and staff retention data are reviewed as part of the Comprehensive Needs Assessment to identify strengths and areas for improvement.

Student Engagement and Attendance

Bowie Middle School continues to demonstrate improvement in student attendance. Campus attendance increased from approximately **92–93% in 2022–23 to 92.6% in 2023–24, approximately 93–96% in 2024–25, and 94.5% in 2025–26**. Attendance patterns vary somewhat by student group, with Hispanic and African American students demonstrating slightly lower attendance than White and Asian students. Because Hispanic students represent approximately 90% of Bowie's enrollment, attendance patterns within this student group have a significant impact on the overall campus attendance rate.

Improved attendance is a campus strength; however, Spring 2026 Panorama results demonstrate that physical attendance does not necessarily translate into a strong sense of connection to school. Only **45% of students responded favorably to Valuing of School**, placing Bowie around the 10th national percentile in this area. This indicates a need to continue improving not only attendance but also students' sense of belonging, purpose, recognition, and connection to their school experience.

Student Behavior, Discipline, and School Climate

Bowie has demonstrated substantial improvement in student behavior as measured by disciplinary infractions. Total infractions declined from **1,092 in 2022–23 to 553 in 2023–24, 328 in 2024–25, and approximately 220 in 2025–26**. This represents an approximately **80% reduction in disciplinary infractions from 2022–23 to 2025–26**.

Despite this improvement, discipline data should continue to be monitored for disproportionality. Historical campus data indicate that **88.6% of infractions involved Hispanic students**, who represent approximately 90% of enrollment, while African American students represented approximately **5.3% of infractions compared with approximately 4% of enrollment**. Male students accounted for **79.5% of disciplinary infractions**. These patterns indicate a continued need to monitor discipline by race/ethnicity, gender, disability status, Emergent Bilingual status, and grade level.

Bowie continues to utilize **mentoring, HOPE Squad, Student Council, Capturing Kids' Hearts, PBIS/RISE structures, and other student wellness and support systems** to strengthen relationships, reduce conflict, support positive behavior, and increase student connection to school. Leadership, enrichment, and extracurricular opportunities provide additional avenues for students to establish positive relationships with peers and adults and contribute to the campus community.

Although discipline incidents have declined substantially, Spring 2026 Panorama results indicate that improvements in behavior have not yet translated into consistently positive student perceptions of the school experience. Student favorable responses included **29% for School Climate, 45% for Valuing of School, 52% for Rigorous Expectations, and 56% for School Safety**. School Climate and Rigorous Expectations were below the 10th national percentile, Valuing of School was around the 10th percentile, and School Safety was around the 40th percentile.

These findings identify an important distinction in Bowie's current data: **behavioral outcomes are improving more rapidly than student perceptions of climate, belonging, and academic experience**. Strengthening student voice, belonging, recognition, positive relationships, rigorous learning experiences, and opportunities for meaningful participation should therefore remain a campus priority.

Family and Community Engagement

Bowie has established multiple structures for family and community engagement, including a **Parent Liaison, Parent Volunteer Center, All Pro Dads, WonderMoms, department-led family events, Home Access Center (HAC), newsletters, Kinvolved, Facebook, and SchoolMessenger**. During 2024–25, each department hosted six family events—one per grading period—creating multiple structured opportunities for families to engage with the campus throughout the school year.

Bowie also benefits from community partnerships that provide additional student and family support. These include the **Irving**

Schools Foundation, which has supported students through uniforms, food bags, grants, and orchestra equipment; **Youth180**, which provides mentorship supports; and **All Things Made New**, which assists families with needs such as uniforms and furniture.

Spring 2026 Panorama results indicate several strengths in family perceptions. Favorable responses included **83% for Family School Attendance, 73% for School-Family Communication, and 70% for Staff-Family Relationships**. Family perceptions were less favorable for **School Climate at 62%, Family Efficacy at 60%, and School Safety at 57%**, identifying opportunities to strengthen family confidence, partnership, and perceptions of the school environment.

Although opportunities for participation have expanded, participation has not been consistent across all family groups. Families of Emergent Bilingual students, economically disadvantaged students, highly mobile students, and students receiving Special Education services should continue to be intentionally engaged through accessible communication, flexible participation opportunities, translation/interpretation supports, and targeted outreach.

Parent/community participation rate: A verified unduplicated campus participation rate was not identified in the available evidence. Bowie should establish and monitor a consistent participation measure using family-event sign-ins, volunteer participation, survey participation, and/or other district-approved engagement records rather than reporting the number of events as a participation rate.

Staff Perceptions and Staff Attendance

Spring 2026 Panorama results demonstrate several strengths in staff perceptions, particularly relationships with campus leadership and feedback and coaching. Favorable responses included **79% for Staff-Leadership Relationships among school staff, 73% among teachers, 69% for teacher Feedback and Coaching, 68% for School Leadership among school staff, and 61% for Professional Learning among both teachers and school staff**. Staff-Leadership Relationships among school staff ranked around the 70th national percentile, while teacher Feedback and Coaching ranked around the 90th percentile.

Staff wellness and perceptions of student behavior present opportunities for improvement. Only **54% of teachers responded favorably regarding Well-being**, placing Bowie around the 10th national percentile, while **52% responded favorably regarding Student Behavior**. These findings indicate a continued need to monitor staff workload, wellness, classroom-management support, recognition, coaching, and systems that promote positive student behavior.

Stakeholder Engagement in Campus Mission, Vision, and Goals

Bowie engages multiple stakeholder groups in the development and implementation of the Comprehensive Needs Assessment and Campus Improvement Plan. Administrators, teachers, instructional support staff, Special Education personnel, the EB coach, counselors, parents, community representatives, and students provide input through data analysis, surveys, focus groups, campus committees, family events, and other feedback opportunities.

The campus Leadership Coalition provides cross-functional representation and supports the review of student achievement, growth, attendance, behavior, perception, program, and family-engagement data. Stakeholder feedback is used to identify campus strengths and needs, develop problem statements and root causes, establish improvement priorities, and monitor progress toward campus goals.

These processes connect stakeholders to Bowie's mission of **growing minds and hearts—leaving positive prints and paving powerful paths to high school success**, its vision that **ALL are inspired to lead, empowered to grow, and equipped to leave a lasting, positive legacy**, and its PAWS core values of **Positive Attitude, Academic Achievement, Wise Choices, and Show Respect**.

Moving forward, Bowie should continue strengthening stakeholder ownership of the mission, vision, and goals by routinely communicating progress toward campus performance objectives and providing students, staff, families, and community partners opportunities to review results and provide feedback on improvement efforts.

Community Perceptions and Campus Connection

Bowie continues to serve as an established community school in South Irving. Student leadership, enrichment, wellness, and extracurricular programs—including **TSA, UIL, HOPE Squad, Student Council, Dance, fine arts, and other campus activities**—provide opportunities for students to develop leadership skills, receive recognition, build relationships, and establish stronger connections with the Bowie community.

Enrollment remains an area of concern. First-day/current enrollment has declined from **752 students in 2024–25 to 702 in 2025–26 and 651 in 2026–27**, a decrease of approximately **13.4% over two years**. This trend reinforces the importance of strengthening student and family connection, campus identity, transition supports, family engagement, and the overall student experience.

Graduation Rate

Graduation Rate: N/A. Bowie Middle School serves students in grades 6–8; therefore, graduation rate is not an applicable campus performance indicator. Bowie instead monitors indicators of successful progression toward high school, including academic achievement and growth, attendance, behavior, student engagement, and transition readiness.

Overall Perceptions Analysis

Bowie Middle School demonstrates measurable strengths in **attendance improvement, significant reductions in disciplinary incidents, family communication, staff-leadership relationships, feedback and coaching, community partnerships, and student-support structures**. Attendance reached **94.5% in 2025–26**, while disciplinary infractions declined from **1,092 in 2022–23 to approximately 220 in 2025–26**, representing an approximately **80% reduction**. Families also reported positive perceptions of Family School Attendance (**83%**), School-Family Communication (**73%**), and Staff-Family Relationships (**70%**). Spring 2026 staff results similarly indicate positive perceptions of leadership relationships and feedback/coaching.

The most significant perception need is the **student experience**. Despite improved attendance and substantially fewer disciplinary incidents, only **29% of students responded favorably to School Climate, 45% to Valuing of School, and 52% to Rigorous Expectations**. These findings indicate that improved attendance and behavior alone have not yet resulted in strong student belonging, connection, or perceptions of academic rigor. Additional areas requiring attention include teacher well-being, equitable family participation, declining enrollment, and discipline patterns among student groups.

Based on the evidence, Bowie should continue its successful attendance, behavior, family-communication, and student-support systems while **intensifying efforts to strengthen student voice, belonging, recognition, relationships, rigorous and engaging learning experiences, staff wellness, and meaningful family/community participation**. Progress should be monitored through Panorama results, attendance, discipline, enrollment, staff attendance and retention, family participation, and stakeholder feedback.

Strengths

Major reduction in discipline incidents

- Discipline infractions continued their multi-year decline: **1,092 (2022–23) → 553 (2023–24) → 328–329 (2024–25) → approximately 220 (2025–26)**, demonstrating continued improvement in campus behavior systems.

Stronger Tier 1 behavior systems

- **Capturing Kids' Hearts, PBIS, mentoring, and student support systems**
  provide consistent expectations and relationship-based supports across the campus.

Positive adult culture and collaboration

- Spring 2026 Panorama results show strengths in **Staff-Leadership Relationships (79% school staff; 73% teachers)** and **Feedback and Coaching (69% teachers)**, supporting a collaborative adult culture.

Strong family communication with room to deepen engagement

- Families report favorable perceptions of **School-Family Communication (73%)** and **Staff-Family Relationships (70%)**; however, **Family Engagement is 17%**, identifying meaningful participation as an area for growth.

Expanded student leadership, wellness, and enrichment

- **HOPE Squad, Student Council, TSA, UIL, and other enrichment opportunities** provide students with leadership, wellness, recognition, and school-connectedness opportunities.

Community partnerships provide tangible support

- Partnerships with organizations such as **Irving Schools Foundation, Youth180, and All Things Made New** extend academic, mentoring, and family supports beyond the campus.

Clear, multi-platform family communication

- Bowie maintains multiple communication systems, including **HAC, the Bowie Family Newsletter, SchoolMessenger, Kinvolved, and social media**, providing families with consistent access to campus and student information.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey.	Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience.
2	Family communication and relationships are strengths, but Family Engagement was only 17% favorable on the Spring 2026 Panorama survey.	Family participation is limited by accessibility, scheduling, communication, and opportunities for meaningful involvement
3	Staff retention remains an area of concern, with Teacher Well-being at 54% favorable on the Spring 2026 Panorama survey.	Systems to support staff well-being, recognition, workload management, and long-term retention need continued strengthening.
4	Although Bowie hosted twice-monthly parent engagement events in 2025-26, attendance varied, and the same families often participated.	Outreach strategies were not fully differentiated to bring in harder-to-reach families (e.g., high-mobility, EB, or SPED).
5	Enrollment continues to decline, from 752 students in 2024-25 to 702 in 2025-26 and 651 in 2026-27, indicating an ongoing challenge with student enrollment and retention.	Recruitment and retention efforts have not yet sufficiently addressed family perceptions of academic performance, student experience, and long-term enrollment patterns.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26.	PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions.
2 ★	Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing.	Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas.
3 ★	Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities.	Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups.
4 ★	Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency.	Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students.
5 ★	Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters.	Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions.

6 ★	Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment.	Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking.
7 ★	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.
8 ★	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.
9 ★	Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas.	Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance.
10 ★	Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey.	Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience.
11 ★	Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities.	Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms.

12 ★	Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction.	Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 60% to 70% by May 2027.
Increase the percentage of SPED students meeting or exceeding projected Reading growth from 38% to 65% by May 2027.

Evaluation Data Source: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1 ☑ Results Driven Accountability

RLA teachers will implement the Irving ISD 6-12 RLA Planning Protocol during weekly PLCs to internalize lessons, analyze student data and work, anticipate misconceptions, and plan targeted scaffolds for SPED and EB students. Administrators and instructional leaders will support PLCs and conduct weekly walkthroughs to monitor alignment to the district RLA Framework and consistent use of IISD instructional strategies, including Think-Pair-Share, Chunking, Stop and Jot, Sentence Stems, and Active Monitoring, with timely feedback provided to strengthen instructional implementation and sustain MAP Reading growth.

Strategy's Expected Result/Impact: Teachers will deliver rigorous, aligned lessons with built-in supports, resulting in increased student engagement and higher percentages of students overall and SPED meeting MAP Growth projections in Reading. Collaboration during team time, paired with targeted walkthrough feedback, will strengthen Tier I instruction and ensure fidelity of both the RLA Framework and RBIS implementation.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Funding Sources: Academic Specialist 211 - Title I-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

During Cub Connection Time (RTI Block), students will be flexibly grouped using MAP

instructional-area RIT scores, STAAR strand data, and ongoing formative data to receive targeted Tier II instruction in academic vocabulary, comprehension, and application of grade-level texts. Students performing below the 15th percentile on MAP or identified through HB1416 will receive daily Tier III intervention focused on foundational reading skills. Teachers will use, IXL Diagnostics, and 3-week pre/post assessments to monitor progress, regroup students, and adjust instruction based on demonstrated needs.

Strategy's Expected Result/Impact: Tier II instruction during Cub Connection will close skill gaps, build vocabulary, and improve comprehension, resulting in more students overall and in SPED meeting MAP Growth projections. Daily Tier III interventions with layered progress monitoring will accelerate growth for the most at-risk readers, directly increasing the percentage of SPED students and the overall population achieving MAP Growth targets and MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 2

Funding Sources: Academic Specialist 211 - Title I-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Before MOY and EOY MAP testing, teachers will facilitate student goal-setting conferences to review RIT scores, progress toward projected growth, and individual areas of strength and need. Students will set growth targets and document action steps in their writer's journals. Campus incentives, including MAP Growth celebrations, will recognize students who meet or exceed their individual growth goals and promote student ownership of academic progress.

Strategy's Expected Result/Impact: Proactive goal-setting will increase student ownership and motivation. Incentives tied to achievement will further encourage effort, leading to higher percentages of students overall and in SPED meeting or exceeding MAP Growth projections.

Staff Responsible for Monitoring: RLA /Math Teachers

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Materials and Supplies 199 - General Funds, $400, Pizza for Growth Parties 199 - General Funds, $1,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency.	Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26.	PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions.
2	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or Above on STAAR Reading from 34% to 50% by May 2027.
Increase the percentage of SPED students from 16% to 25% by May 2027.

Evaluation Data Source: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

Strategy 1 ☑ Results Driven Accountability

Students performing above the 40th percentile on MAP will receive targeted Tier II intervention and extension during the daily RTI block, emphasizing reading comprehension, knowledge coherence, and text-evidence-based responses. Teachers will use IXL Diagnostics and 3-week pre/post assessments to monitor progress and adjust instruction. Students needing language support will use SummitK12 to strengthen academic language and support progress toward higher English proficiency and STAAR Reading Meets Grade Level performance.

Strategy's Expected Result/Impact: Targeted Tier II instruction and language development will close skill gaps for students on the cusp of MEETS, resulting in higher percentages of students overall and SPED achieving MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will provide before- and after-school tutoring and Saturday School using released STAAR items, targeted small-group instruction, and scaffolded supports focused on comprehension, inferencing, vocabulary, and evidence-based responses. SPED students will receive specialized small-group instruction aligned to IEP goals and identified STAAR skill gaps to increase progress toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Extended learning opportunities will accelerate growth for struggling readers, leading to higher percentages of students overall and SPED achieving MEETS or above.

Staff Responsible for Monitoring: STAAR Teachers

Problem Statements: Student Learning 7

Funding Sources: Tutoring 211 - Title I-A, $3,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching through Big Rock Educational Services (BRES) for RLA teachers. Weekly observations, actionable feedback, and implementation data will be used to strengthen classroom management, student engagement, and instructional consistency, with a goal of maintaining 90-100% on-task learning and maximizing instructional time.

Strategy's Expected Result/Impact: Improved classroom management and student engagement will maximize instructional time, leading to stronger Tier I instruction and higher percentages of students overall and SPED achieving MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 4

Funding Sources: Interventionist 199 - General Funds: SCE,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency.	Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students.

7	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.
4	Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities.	Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase/maintain the percentage of students who score at Meets or Above in EOC English I from 100% to 100% by May 2027.

Increase the percentage of students who score at Meets or Above on Grades 6-8 RLA and English I combined from 42% to 50% by May 2027.

Evaluation Data Source: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1 ☑ Results Driven Accountability

RLA and English I teachers will use the Irving ISD 6-12 RLA Planning Protocol during weekly PLCs to analyze assessment data, internalize lessons, anticipate misconceptions, and plan rigorous, TEKS-aligned instruction. Administrators and instructional leaders will conduct walkthroughs and provide feedback on rigor, differentiation, student engagement, and scaffolds for SPED and EB students.

Strategy's Expected Result/Impact: Consistent use of high-quality instructional materials with intentional scaffolds will strengthen Tier I instruction, resulting in higher engagement and growth for all students, including SPED. Collaboration during PLCs, paired with targeted walkthrough feedback, will ensure fidelity of Bluebonnet implementation and RBIS use, leading to increased percentages of students overall and in SPED meeting MAP Growth projections in Math.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 7

Funding Sources: Math Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

During Cub Connection (RTI Block), students will be flexibly grouped using MAP instructional-area data and ongoing formative assessments to receive targeted Tier II reading intervention. Teachers will use IXL Diagnostics, teacher-created lessons, and 3-week pre/post assessment cycles to monitor progress, regroup students, and adjust instruction. Targeted IXL practice will reinforce identified skill gaps and support mastery and MAP Reading growth.

Strategy's Expected Result/Impact: Regular cycles of targeted instruction and progress monitoring will close learning gaps more quickly, increasing the percentage of students overall and SPED meeting MAP Growth projections.

Staff Responsible for Monitoring: Math Interventionist

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Academic Specialist 211 - Title I-A, , Math Interventionist 199 - General Funds: SCE, , IXL 199 - General Funds: SCE, $12,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Before MOY and EOY MAP testing, RLA teachers will facilitate student goal-setting conferences to review RIT scores, progress toward projected growth, and individual skill areas. Students will set growth targets and document action steps in their math data binders. Campus incentives, including MAP Growth celebrations, will recognize students who meet or exceed their individual growth goals and promote student ownership of Reading growth.

Strategy's Expected Result/Impact: Students will take ownership of their reading progress and be motivated to improve. Incentives tied to achievement will encourage persistence, leading to higher percentages of students meeting MAP Growth projections.

Staff Responsible for Monitoring: RLA Teachers

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Teachers 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction.	Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26.	PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions.
2	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 46% to 60% by May 2027.
Increase the percentage of SPED students who meet or exceed projected growth on MAP Growth Mathematics from 35% to 55% by May 2027.

Evaluation Data Source: Campus Common Assessments, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

Strategy 1 ☑ Results Driven Accountability

Teachers will provide before- and after-school tutoring and Saturday School using released STAAR items, targeted small-group instruction, and scaffolded supports focused on numeracy, Algebra readiness, problem-solving, and application of grade-level TEKS. SPED students will receive language-rich supports emphasizing academic vocabulary, mathematical discourse, and comprehension of multi-step word problems to increase progress toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Extended learning opportunities will accelerate growth for struggling math students, leading to higher percentages of students overall and SPED achieving MEETS or above.

Staff Responsible for Monitoring: STAAR Teachers

Problem Statements: Student Learning 7

Funding Sources: Math Interventionist 199 - General Funds: SCE, , Tutoring 211 - Title I-A, $4,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Before Interim Assessments and STAAR, students will participate in goal-setting sessions to analyze CFA/DOL and assessment data, set individual math performance goals, and monitor progress in math data journals. Students will reflect after each assessment and adjust goals and action steps. Honor Roll and growth celebrations will recognize students demonstrating strong achievement and academic growth, reinforcing student ownership and motivation.

Strategy's Expected Result/Impact: Student ownership of math growth goals, combined with recognition through Honor Roll Celebrations, will increase motivation and accountability, resulting in higher percentages of students overall meeting or exceeding MEETS on STAAR Math and Algebra I.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Student Incentives 199 - General Funds, $1,200

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching through Big Rock Educational Services (BRES) for math teachers. Weekly observations, actionable feedback, and implementation data will be used to strengthen classroom management, student engagement, and instructional consistency, with a goal of maintaining 90-100% on-task learning and maximizing instructional time in math classrooms.

Strategy's Expected Result/Impact: Improved classroom management and engagement will maximize instructional time, leading to stronger Tier I math instruction and higher percentages of students overall and EB achieving MEETS or above on STAAR Math and Algebra I.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency.	Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students.
2	Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters.	Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions.
3	Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment.	Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking.
7	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities.	Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or Above on STAAR Mathematics from 38% to 50% by May 2027.

Increase the percentage of SPED students scoring at Meets Grade Level or Above on STAAR Mathematics from 23% to 30% by May 2027.

Evaluation Data Source: Campus Common Assessments in Math Classes, Lesson Plans, Artifact Trackers, and walkthroughs

Strategy 1 ☑ Results Driven Accountability

The Math teacher will use PLC, CFA, and assessment data to identify students not yet at Meets Grade Level and provide targeted Tier II intervention during class and through before-/after-school or Saturday learning opportunities. Instruction will focus on priority TEKS, problem-solving, and targeted reteach, with intentional language scaffolds for SPED students to support progress toward 100% Meets and increased Masters performance.

Strategy's Expected Result/Impact: Targeted Tier II support will close small remaining gaps and ensure all students, including SPED, achieve MEETS or above on STAAR Algebra I.

Staff Responsible for Monitoring: Math Administrator

Problem Statements: Student Learning 2

Funding Sources: Tutoring Pay 211 - Title I-A, $1,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Math teacher will provide enrichment and extension opportunities for students already performing at Meets/Masters, emphasizing rigorous problem-solving, real-world applications, advanced projects, and academic competitions to increase Masters performance. Administrators and instructional leaders will conduct walkthroughs and coaching cycles to monitor differentiation, EB scaffolds, rigor, and alignment to IISD instructional strategies.

Strategy's Expected Result/Impact: Enrichment will maintain engagement and challenge advanced learners, while leadership monitoring will ensure fidelity of Tier II supports and differentiation. Together, these efforts will move overall and EB performance

Staff Responsible for Monitoring: Math administrator

Problem Statements: Demographics 1 - Student Learning 6

Funding Sources: Student Incentives 199 - General Funds, $300

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction.	Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters.	Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions.
6	Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing.	Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas.

Performance Objective 6

Increase the percentage of students who score at Meets Grade Level or Above in Algebra I from 95% to 100% by May 2027.

Increase the percentage of students who score at Meets Grade Level or Above on Grades 6-8 Math and Algebra I combined from 39% to 50% by May 2027.

Evaluation Data Source: Campus Common Assessments in Algebra 1 Classes, Lesson Plans, Artifact Trackers, and walkthroughs

Strategy 1

Math and Algebra I teachers will use CFA, DOL, Interim, MAP, and STAAR data during PLCs to identify students not yet demonstrating Meets Grade Level performance. Students will receive targeted small-group reteach "by student, by standard" during Cub Connection, Push-In support, and extended learning opportunities, with intentional scaffolds for SPED and EB students.

Strategy's Expected Result/Impact: Enrichment will maintain engagement and challenge advanced learners, while leadership monitoring will ensure fidelity of Tier II supports and differentiation. Together, these efforts will move overall and EB performance from 96%/94% to 100% MEETS.

Staff Responsible for Monitoring: Math interventionist

Problem Statements: Student Learning 2

Funding Sources: 199 - General Funds,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters.	Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions.

Performance Objective 7

Increase the percentage of students scoring at Meets Grade Level or Above on STAAR Grade 8 Science from 44% to 50% by May 2027.

Evaluation Data Source: Campus Common Assessments (CFAs) in Science, DOLs, Interim Assessment data, lesson plans, artifact trackers, classroom walkthroughs during Tier I and Tier II instruction

Strategy 1

Grade 8 Science teachers will use weekly PLCs to analyze CFA/DOL, Interim Assessment, and student work data to identify TEKS-level strengths and gaps, anticipate misconceptions, and plan rigorous, TEKS-aligned instruction. Administrators and instructional leaders will conduct regular walkthroughs and provide feedback on rigor, student engagement, differentiation, and implementation of IISD instructional strategies.

Strategy's Expected Result/Impact: Increased mastery of priority Science TEKS and improved performance on CFAs, Interim Assessments, and STAAR

Staff Responsible for Monitoring: Science Department Chair

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas.	Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance.

Performance Objective 8

Increase the percentage of Grade 8 students scoring at Meets Grade Level or Above on STAAR Social Studies from 17% to 30% by May 2027

Evaluation Data Source: Social Studies CFAs/DOLs, Interim Assessment data, lesson plans, artifact trackers, Tier I/Tier II classroom walkthroughs, student progress-monitoring data

Strategy 1

Grade 8 Social Studies teachers will use weekly PLCs to analyze CFA/DOL, Interim Assessment, and student work data to identify TEKS-level gaps, anticipate misconceptions, and plan rigorous instruction. Teachers will incorporate primary and secondary sources, academic vocabulary, document analysis, and evidence-based responses aligned to STAAR expectations

Strategy's Expected Result/Impact: Increased mastery of priority Social Studies TEKS and improved student performance on CFAs, DOLs, Interim Assessments, and STAAR

Staff Responsible for Monitoring: Social Studies Department Chair

Problem Statements: Student Learning 3

Funding Sources: 211 - Title I-A, $300

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Students not demonstrating Meets Grade Level performance on CFAs, DOLs, or Interim Assessments will receive targeted Tier II instruction during Cub Connection and extended learning opportunities. Teachers will provide small-group reteach "by student, by standard," using released STAAR items, scaffolded supports, and targeted practice based on identified skill gaps.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of identified TEKS, with more students progressing from Approaches to Meets Grade Level or Above throughout the year

Staff Responsible for Monitoring: Social Studies Department Chair

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment.	Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking.

Performance Objective 9

Increase the percentage of students who progress at least one TELPAS proficiency level from 66.93% to 75% by May 2027.

Evaluation Data Source: TELPAS proficiency and growth data, Summit K12 progress-monitoring data, LPAC documentation, classroom CFAs/DOLs, student work samples, and 2027 TELPAS results.

Strategy 1 ☑ Results Driven Accountability

Teachers will consistently embed academic vocabulary, structured student discourse, sentence stems, reading, writing, listening, and speaking opportunities within Tier I instruction. The EB coach and instructional leaders will support teachers through PLCs, modeling, and walkthrough feedback to strengthen language-rich instructional practices across content areas

Strategy's Expected Result/Impact: EB students will demonstrate increased academic language development across the four TELPAS language domains and increased progress toward the next proficiency level

Staff Responsible for Monitoring: EB Coach

Problem Statements: Demographics 1

Funding Sources: 199 - General Funds, $300

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

EB students will be flexibly grouped based on TELPAS proficiency levels, Summit K12 data, classroom performance, and ongoing progress-monitoring data. Targeted instruction will address individual needs in Listening, Speaking, Reading, and Writing, with additional support provided to students demonstrating limited progress or regression.

Strategy's Expected Result/Impact: Increased percentage of students demonstrating at least one level of TELPAS proficiency growth and decreased incidence of regression across individual language domains.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 6

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

EB students will participate in language-growth goal-setting conferences to review TELPAS proficiency levels and Summit K12 progress, identify individual areas of strength and need, and establish goals for growth. Teachers will provide targeted TELPAS practice and feedback throughout the year and monitor progress toward individual language-development goals.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their English language development, contributing to an increase from 66.93% to 75% progressing at least one proficiency level by May 2027

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 6

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction.	Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing.	Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

By May 2027, Bowie Middle School will decrease the percentage of students identified as chronically absent from 17% to 8% and decrease the percentage of Special Education students identified as chronically absent from to 12%.

Evaluation Data Source: eSchool Report 1080

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

The Attendance Committee will meet bi-weekly to identify students who are chronically absent or demonstrating early attendance risk. Identified students will receive individualized attendance plans that include attendance contracts, daily check-ins with the attendance clerk, family communication, progress monitoring, and incentives to improve attendance and prevent chronic absenteeism during the 2026-2027 school year.

Strategy's Expected Result/Impact: Decrease chronic absenteeism among all students and Special Education students through early identification, targeted interventions, progress monitoring, and family engagement, resulting in improved student attendance and progress toward the May 2027 attendance targets.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: Demographics 2 - Student Learning 7

Funding Sources: Student Incentives 199 - General Funds, $1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Attendance celebrations will be held each six weeks to recognize students who maintain a 97% or higher attendance rate. Incentives and recognition will be used to reinforce consistent attendance, increase student motivation, and promote a positive culture around daily attendance.

Strategy's Expected Result/Impact: School attendance will increase to 96%.

Staff Responsible for Monitoring: Attendance Clerk and Assistant Principal

Problem Statements: School Processes & Programs 5

Funding Sources: Student Success Coach 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas.	Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels.	Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities.	Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups.

Performance Objective 2

By May 2027, Bowie Middle School will decrease the percentage of African American students receiving ISS/OSS from 5% to 3% and decrease the percentage of discretionary disciplinary referrals involving African American students from 5% to 3%.

Evaluation Data Source: R108 from Decision Ed

Strategy 1 ☑ Results Driven Accountability

Bowie will fully implement the district RISE program as the Tier 1 behavior framework, ensuring all teachers use their submitted Classroom Success Plans (and subsequent documentation) to provide consistent expectations, proactive management, and equitable responses to student behavior across classrooms.

Strategy's Expected Result/Impact: Consistent Tier 1 systems will reduce disproportionate referrals for African American students, decreasing their ISS/OSS from 5% - 3% and discretionary referrals from 5% - 3% by May 2027.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 4

Funding Sources: Student Success Coach 211 - Title I-A,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Bowie will establish an African American Student Empowerment Group that meets weekly to provide leadership opportunities, foster peer support, and create action plans addressing academic and social challenges. The group will be facilitated by staff mentors and integrated into the MTSS Tier 2 system of supports.

Strategy's Expected Result/Impact: Students will develop leadership skills, feel a stronger sense of belonging, and have structured opportunities to advocate for their needs, which will support increased academic success and a decrease in discretionary referrals and suspensions for African American students.

Staff Responsible for Monitoring: Assistant Principal for Culture/Climate

Problem Statements: School Processes & Programs 4, 5

Funding Sources: group materials, leadership activities, and student recognition events 199 - General Funds, $800

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities.	Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms.
5	Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities.	Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

During the 2026-2027 school year, Bowie Middle School will provide at least one parent/family involvement activity each month to increase meaningful family participation and strengthen partnerships between families, the school, and the community.

Evaluation Data Source: Bowie Middle School will increase consistent and meaningful family engagement by providing at least one parent/family involvement activity each month. Families will have regular opportunities to engage in their students' academic progress, campus programs, school activities, and available resources, strengthening school-family partnerships and supporting student success.

Strategy 1

Embed Family Academic Data Nights into at least three academic family events during the 2nd, 4th, and 6th Six Weeks. Families will receive clear, accessible information about their child's grades, MAP Growth, STAAR performance, and intervention supports, along with targeted strategies and resources to support continued learning at home.

Strategy's Expected Result/Impact: 3 Family Academic Data Nights hosted; 100% of families offered progress updates each grading period. Parent surveys show increased confidence in supporting learning at home.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Parent Liaison 199 - General Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Promote all family engagement and academic data events through multiple communication platforms, including the Bowie Family Newsletter, Kinvolved, SchoolMessenger, Facebook, and HAC. Communication will be provided in families' home languages when needed and through multiple formats to ensure equitable access, increase awareness, and strengthen family participation.

Strategy's Expected Result/Impact: At least 90% of families reached through at least one communication channel.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Collect and analyze family feedback, exit tickets, and participation data following each engagement event to monitor access, satisfaction, and impact. Campus leaders will review results to identify participation trends, address barriers, and continuously improve family engagement strategies and future events.

Strategy's Expected Result/Impact: 80% of events will include parent feedback collection. Annual parent survey results will show at least a 10% increase in families reporting confidence in supporting student learning.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parent Liaison 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26.	PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions.
2	MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas.	Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey.	Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience.

State Compensatory Education

State Compensatory

Budget for Bowie Middle School

Total SCE Funds: $16,608.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Bowie Middle School, we are committed to providing high-quality educational opportunities for all students and recognize that some students require additional support to achieve academic success. To address the needs of students identified as at risk, Bowie utilizes $16,608 in State Compensatory Education (SCE) funds to supplement the regular education program and provide targeted academic interventions and resources. SCE funds support supplemental instructional resources, intervention materials, progress-monitoring tools, and Tier II and Tier III academic interventions for students identified as at risk of academic failure. These supplemental resources provide teachers and intervention staff with additional tools to address identified skill gaps, differentiate instruction, provide targeted small-group intervention, and accelerate academic growth. SCE-funded supports are aligned with Bowie's MTSS/RTI framework and Campus Improvement Plan priorities. Student needs and progress are monitored using multiple data sources, including MAP Growth, STAAR, CFAs/DOLs, IXL Diagnostics, and intervention progress-monitoring data. Teachers and interventionists use these data to identify students requiring additional support, provide targeted instruction and reteaching of essential standards, monitor response to intervention, and adjust the frequency, intensity, or focus of interventions based on student progress. Bowie Middle School will strategically utilize its $16,608 SCE allocation to provide supplemental, targeted, and measurable academic supports for students identified as at risk. The effectiveness of SCE-funded interventions will be monitored through student progress-monitoring data, MAP growth, common/formative assessments, intervention assessments, and STAAR performance to determine whether students are demonstrating accelerated growth and closing identified achievement gaps.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Bowie Middle School engaged in a **comprehensive needs assessment (CNA) process** to inform the development of the **2026–2027 Campus Improvement Plan**. The process included a review of current academic, demographic, programmatic, and stakeholder perception data to identify campus strengths, priority needs, problem statements, and root causes.

- **Stakeholder Teams:** The CNA process included representation from **administrators, core content and elective teachers, interventionists, special education staff, Emergent Bilingual support staff, counselors, parents, and community stakeholders**. Student and family voice was incorporated through **Panorama survey results and other stakeholder feedback**.
- **Collaborative Review:** Campus teams engaged in **whole-group and department/grade-level data analysis**, reviewing evidence across the CNA domains of **Demographics, Student Learning, Processes & Programs, and Perceptions**. Teams identified strengths, areas of need, trends, achievement gaps, problem statements, and potential root causes.
- **Data Sources Reviewed:**Multiple quantitative and qualitative data sources were examined, including:
  - **2026 STAAR performance and accountability data**
  - **2025–26 MAP Growth Reading and Mathematics results**
  - **2024–25 to 2025–26 TELPAS Growth data**
  - **Spring 2026 Panorama student, staff, and family perception data**
  - **Attendance, chronic absenteeism, discipline, enrollment, and demographic data**
  - Data for **SPED, Emergent Bilingual, economically disadvantaged, and other student groups**
  - **CFA/DOL, intervention, and progress-monitoring data**
  - Student participation in **UIL, TSA, HOPE Squad, tutoring, intervention, and enrichment opportunities**
  - **Family engagement, participation, communication, and stakeholder feedback data**

- **Process:** Teams reviewed and compared multiple data sources to determine **campus strengths, priority needs, problem statements, and root causes**. Findings were cross-referenced across CNA domains to identify patterns and ensure priorities were supported by multiple sources of evidence. The final CNA findings directly informed Bowie Middle School's **2026–2027 goals, performance objectives, strategies, interventions, and progress-monitoring measures**.
- **Documentation:** All agendas, sign-in sheets, CNA drafts, and finalized CNA documentation are housed in **Title I Crate**.

1.2 Location for Evidence of Multiple Meetings Held

Bowie Middle School provided **multiple opportunities for stakeholders to participate in the CNA process** throughout the development and refinement of the **2026–2027 Campus Improvement Plan**.

- CNA discussions were conducted through **CIC, Leadership Coalition, department, grade-level, and campus leadership meetings**, providing stakeholders opportunities to review current data and identify strengths, needs, problem statements, and root causes.
- Additional review sessions were used to analyze updated **STAAR, MAP Growth, TELPAS Growth, Panorama, attendance, discipline, enrollment, and student-group data** as results became available.
- Campus teams reviewed and refined CNA findings to ensure identified priorities, root causes, performance objectives, and strategies were aligned with the **most current available data** and the 2026–2027 CIP.
- **Evidence of multiple meetings**, including **agendas, meeting notes/minutes, and sign-in sheets**, is maintained in

Title I Crate and is available for review.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Bowie Middle School's **2026–2027 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the Comprehensive Needs Assessment (CNA) process and included multiple opportunities for stakeholder participation during the spring, summer, and fall of 2026.

Spring 2026 – Initial Data Review and CNA Development: The Campus Improvement Committee (CIC), Leadership Coalition, and other campus stakeholders began reviewing available campus data to identify strengths, needs, trends, and priority areas. Data reviewed included student achievement and growth, attendance, discipline, enrollment and demographic trends, student/staff/family perception data, program participation, and other campus indicators.

Summer 2026 – Current-Year Data Analysis and CIP Development: Stakeholders reviewed updated **2026 STAAR, MAP Growth, TELPAS, Panorama, attendance, discipline, and other campus data**. Teams analyzed results across the CNA domains of Demographics, Student Learning, School Processes & Programs, and Perceptions. Stakeholders refined strengths and needs, developed and revised problem statements and root ca

Fall 2026 – Final Review and Approval: The campus planning team reviewed the completed CNA and 2026–2027 CIP to verify alignment among current data, identified needs, problem statements, root causes, goals, performance objectives, strategies, funding, and progress-monitoring measures. Stakeholder feedback was incorporated before the plan was finalized.

Documentation of the 2026–2027 CIP development process, including **meeting agendas, minutes/notes, sign-in sheets, data-review materials, CNA documentation, and stakeholder feedback**, is maintained in the campus Title I documentation/Title I Crate and is available for review

2.2 Stakeholders 1114(b)(2)

Bowie Middle School engaged a wide range of stakeholders in the development of the **2026–2027 Campus Improvement Plan**.

- **Campus Staff:** Teachers from all core content areas and electives, department chairs, interventionists, counselors, special education staff, EB coach, and AVID representative actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The **Leadership Coalition** served as the primary planning body, ensuring cross-representation of RLA, Math, Science, Social Studies, SPED, counseling, AVID, and administration. Members included:
    - Joshua Zamora, Principal
    - Melinda Estrello, RLA Dept Chair, LPAC
    - Crystal Easley, Assistant Principal
    - Rachel Stearns, Academic Specialist
    - Michael Guzman, SPED Dept Chair
    - Brittney MiShaw, Assistant Principal
    - Brian Parham, Interventionist
    - Terra Burdette, Science Dept Chair

- Alise Davis, Math/KCUB
- Fabiola Olvera, Math Dept Chair
- Sharolyn Wilson, Social Studies
- Monica Zepeda, Counselor
- Natassia Wilson, Counselor

- **Families & Community Members:** Parents and community partners were invited to participate through **CIC meetings, parent surveys, and family engagement events**. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The **2026–2027 Campus Improvement Plan (CIP)** is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is **posted on the Bowie Middle School website** for open access by families and community members.
- Copies are available in the **front office** upon request
- The plan is written in **clear, parent-friendly language**. Key sections and summaries are available in **English and Spanish**, the primary languages of our families, with translation services available upon request for other languages.
- The plan is also shared during **parent engagement events** and highlighted in the **Bowie Family Newsletter**, ensuring families are aware of its availability and purpose.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The **2026–2027 Campus Improvement Plan (CIP)** was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from **Title I, State Compensatory Education (SCE), and general funds** are strategically integrated to support academic interventions, extended learning, and family engagement.

In addition, the CIP aligns with:

- **Federal Programs:**
  - **Title I** funds support instructional coaching, interventionists, tutoring, Saturday school, and parent engagement.
  - **Special Education (IDEA)** and **EB/Title III** resources are integrated to provide scaffolds and language development supports.
- **State Programs:**
  - **State Compensatory Education (SCE)** funds are coordinated to provide RTI interventions, instructional software (IXL, SummitK12, Amira), and extended day programs.
  - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- **Local and District Programs:**
  - **RISE MTSS Framework** supports Tier I behavior systems through Classroom Success Plans.
  - **Youth180** provides mentoring for students with discipline placements.

- **Irving Schools Foundation** provides financial and resource support (uniforms, food bags, grants, orchestra equipment, TSA).
- **All Things Made New** supports families with uniforms and furniture.
- **HOPE Squad and Alongside** provide student leadership and mental health supports.

The CIP also integrates with **district-wide initiatives** such as academic UIL, Technology Student Association (TSA), and family engagement events, ensuring alignment between local enrichment opportunities and academic goals.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Bowie Middle School evaluates the **effectiveness of programs and strategies** through both formative and summative review processes, with documentation stored in **Title I Crate**.

- **Formative Reviews:** Notes on program effectiveness are captured in the **Formative Reviews section of the CIP**, with updates made quaterly. These reviews include progress monitoring data (MAP Growth, CFAs/DOLs, discipline reports, attendance, tutoring participation, and walkthrough feedback).
- **Summative Review:** An **annual evaluation of the Schoolwide Program Plan** is conducted in the **Summative Review section of the CIP**. This includes analysis of STAAR results, TELPAS progress, Domain 3 indicators, and perception data (student/parent/staff surveys). Documentation of the summative review process, including agendas, notes, and sign-in sheets, is housed in **Title I Crate**.
- **Alignment with CNA:** Program evaluation findings are incorporated into the **Comprehensive Needs Assessment (CNA)** for the following school year to ensure continuous improvement and alignment of goals, performance objectives, and strategies.

Evidence: Sign-in sheets, agendas, minutes, and analyzed data sources (state assessments, MAP, discipline, attendance, and survey data) are stored in **Title I Crate** as required by the Schoolwide Program evaluation process.

Title I Personnel

Name	Position	Program	FTE
Christine Sandoval	Title I Aide	Title I Aide	1
Fabiola Olvera	Intervention Specialist	Title I	1
Katie Mining	Academic Specialist	Title I	1
Mayra Orozco	T1 Parent Liaison	Title I	1

Irving Independent School District

Crockett Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

1450

Generated by Plan4Learning.com
October 09, 2026 at 09:18 AM

Mission Statement

At Crockett Middle School, we empower every student to thrive by nurturing **integrity**, inspiring **purpose**, and cultivating **scholarship**. Through meaningful learning, a commitment to **service**, and a strong sense of **accountability**, we foster a school culture grounded in **collaboration**, empathy, and excellence for all.

Vision

Crockett Middle School will be a transformative learning community where **integrity** guides our actions, **purpose** fuels our growth, **service** expands our impact, **collaboration** strengthens our relationships, **scholarship** drives academic achievement, and **accountability** ensures success for every learner.

Value Statement

Cougar Success EVERYDAY- Nothing Less!

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 7

Student Learning 12

School Processes & Programs 18

Perceptions 24

Professional Development Implementation 27

Priority Problem Statements 29

Data Documentation for CNA 32

Improvement Planning Data 33

Accountability Data 33

Student Data: Assessments 33

Student Data: Student Groups 34

Student Data: Behavior and Other Indicators 34

Employee Data 35

Parent/Community Data 35

Support Systems and Other Data 36

Goals 37

Goal 1 : In Irving ISD, each student, will reach their highest potential and be college... 38

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 69

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 74

State Compensatory Education 76

Budget for Crockett Middle School 77

Title I Summary 78

Title I 79

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 79

1.1 Description of CNA Process 79

1.2 Location for Evidence of Multiple Meetings Held 79

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 80

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 80

2.2 Stakeholders 1114(b)(2) 80

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 80

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 81

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 81

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 81

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 82
Title I Personnel 82
Committees 83
Site Based Decision Making Committee 84
Meeting Logs 84
Members 84

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

During the 2025–2026 school year, Crockett Middle School made significant progress in strengthening instructional leadership, classroom structures, and campus-wide systems. The frequency and quality of **instructional feedback, coaching, and monitoring increased substantially**, providing teachers with more timely support and clearer expectations for effective instruction. The implementation of the **Big Rock** framework also improved classroom organization, student routines, and consistency in schoolwide procedures, including **arrival, dismissal, and hallway transitions**.

On the student-support side, the campus implemented **Behavior Academies through Solution Tree** within the ISS setting for students demonstrating repeated behavioral concerns. This structure has shown positive results by providing students with targeted opportunities to reflect on behavior, relearn expectations, develop replacement behaviors, and successfully transition back into the classroom setting.

Although these systems have strengthened campus practices, continued attention is needed to ensure consistent implementation across all classrooms and common areas. Historically, inconsistent instructional feedback, monitoring, classroom management systems, and student accountability contributed to interruptions in learning and negatively impacted student achievement. The campus recognizes that students and staff deserve learning environments that are both **physically and emotionally safe**, highly structured, and focused on academic success.

To continue addressing these needs, the campus will maintain a **two-pronged approach** that supports both adult practice and student behavior.

Teacher and Leadership Support:
Campus administrators, instructional coaches, and teacher leaders will continue providing frequent instructional feedback, coaching, monitoring, and professional learning. New teachers and teachers needing additional classroom-management support will develop and implement **high-structure classroom management plans**. These plans will explicitly define classroom routines, procedures, movement, transitions, student responses, and behavioral expectations. Expectations will be consistently taught, monitored, reinforced, and adjusted through ongoing coaching and feedback.

Student Support and Accountability:
The campus will continue implementing **Behavior Academies** for students demonstrating repeated behavioral concerns. The program will focus on explicitly teaching behavioral expectations, strengthening student accountability, developing appropriate replacement behaviors, and supporting successful reintegration into the classroom. Behavior Academies will work in conjunction with existing restorative practices, campus consequences, and district and Board policies.

Through consistent instructional leadership, structured classroom environments, clearly defined expectations, and targeted behavioral supports, Crockett will continue strengthening a school culture in which students can learn, lead, and achieve in a safe, supportive, and academically focused environment.

Demographics

Summary

Crockett Middle School serves students in grades 6–8 and is entering the 2026–2027 school year with an enrollment of **754 students**, an increase from **622 students in 2025–2026**, although enrollment remains below the **819 students enrolled in 2023–2024**. Despite fluctuations in overall enrollment, the demographic composition of the campus has remained relatively stable. Crockett currently serves a student population that is approximately **83.3% Hispanic, 5.3% African American, 7.1% White, 0.8% Two or More Races, 59.3% Emergent Bilingual, 14.3% Students with Disabilities, 88.7% Economically Disadvantaged, and 14.91% Gifted/Talented**. The campus mobility rate is approximately **15%**, and attendance remains an area of continued focus.

The 2026–2027 school year marks Crockett's inaugural year as the **Leadership Academy at Crockett Middle School** and the first year of operation in the newly constructed campus, which opened in **August 2026**. The Leadership Academy model intentionally develops student leadership through six pillars—**Purpose, Integrity, Accountability, Collaboration, Scholarship, and Service**—while maintaining a strong focus on academic achievement, student ownership, and preparation for future success. The new facility provides expanded opportunities for collaboration, technology integration, leadership development, and innovative instruction.

Crockett also provides students with multiple academic and enrichment opportunities, including **English I, Algebra I, Biology, CTE/high-school-credit coursework, GT/Honors classes, career exploration opportunities, and Verizon Innovative Learning Schools (VILS) experiences**. The campus supports students through Special Education, EB, RTI/MTSS, 504, dyslexia, counseling, intervention, and Collegiate Academy structures. These programs are intended to increase access to rigorous instruction while providing differentiated support based on student need.

Attendance, Tardies, Dropout, and Discipline Trends:
Student attendance continues to require monitoring. The campus ADA rate decreased from **96% in 2024–2025 to 95.5% in 2025–2026**, falling below the district goal of 96%. Chronic absenteeism remains a concern because lost instructional time can contribute to gaps in academic achievement and growth. Historical tardy data also demonstrate the need to continue strengthening on-time arrival and instructional-time expectations: **10,391 2024–25 tardy count/rate compared with 2025–26 12, 625 tardy counts**. The campus dropout rate was **2024–25 rate 0%** and **2025–26 rate 0%** and the campus will continue monitoring individual students at risk of disengagement or withdrawal.

Student discipline remains another important demographic and climate indicator. During the **2025–2026 school year, Crockett recorded 160 ISS/OSS referrals**, with a 2026–2027 goal of reducing that number to 125. Historical suspension data indicate **170 ISS/OSS count or rate compared with 160 in 2025–26**, allowing the campus to monitor whether disciplinary removals are increasing or decreasing over time. The campus is also monitoring disproportionality among student groups and has established goals to reduce disciplinary removals and discretionary referrals. The current CIP identifies that **86.3% of students receiving in-school or out-of-school suspension referrals were Hispanic**, with a goal of reducing that percentage during the 2026–2027 school year.

Federal Accountability and Domain 3 Student-Group Performance:
Crockett is **not currently identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI)**. However, TEA's 2026 Identification of Schools for Improvement report shows that the **Hispanic, Economically Disadvantaged, Emergent Bilingual Current & Monitored, and Continuously Enrolled student groups each have two indicators reflected in the three-consecutive-year TSI monitoring calculation**. These groups therefore require intentional monitoring as the campus works to prevent future federal identification.

The 2026 Closing the Gaps data identify specific areas in which these student groups did not meet established targets. **Hispanic students** earned 32% Meets or Above in RLA compared with a 35% target, 30% in Mathematics compared with a 39% target, a 51% RLA Academic Growth score compared with a 59% target, and a Student Success score of 31 compared with a target of 41.

For **Economically Disadvantaged students**, Mathematics Academic Achievement was **30% compared with a 35% target**, RLA Academic Growth was **52% compared with a 58% target**, and the Student Success score was **32 compared with a target of 38**.

For **Emergent Bilingual Current & Monitored students**, Mathematics Academic Achievement was **28% compared with a 36% target**, RLA Academic Growth was **49% compared with a 57% target**, and the Student Success score was **29 compared with a target of 37**. Current EB students also posted a **28% TELPAS Progress Rate compared with the 30% federal target**, although this

represented improvement from 23% in 2025.

For **Continuously Enrolled students**, RLA Academic Achievement was **38% compared with a 45% target**, Mathematics Academic Achievement was **34% compared with a 49% target**, RLA Academic Growth was **59% compared with a 64% target**, and the Student Success score was **36 compared with a target of 48**. Mathematics Academic Growth was a relative strength for this group at **69%, exceeding the 67% target**.

These accountability results reinforce the need for the campus to disaggregate achievement and growth data by student group and intentionally monitor the effectiveness of **Tier I instruction, academic language supports, data-driven instruction, reteach, intervention, and progress-monitoring systems** for Hispanic, Economically Disadvantaged, EB, and Continuously Enrolled students.

Staff, Family, and Community Context:
Crockett employs approximately **43 teachers**, with an average of **8.1 years of experience**, a **7% first-year teacher rate**, an **82% teacher retention rate**, and an approximate **1:15 teacher-to-student ratio**. Professional learning and instructional support are centered on data-driven instruction, academic discourse, small-group intervention, differentiated instruction, classroom management, and implementation of the district instructional framework.

Family and community engagement are also central to the Leadership Academy model. A dedicated **Parent Liaison** provides regular classes and resources for families, including supports designed to strengthen engagement among Spanish-speaking families. Community partnerships, including **Verizon Innovative Learning Schools**, provide students with technology, career exploration, mentoring, and enrichment opportunities.

The 2026–2022027 CNA process also incorporated input from **campus and district administrators, teachers representing grade levels and departments, instructional coaches, Special Education, ESL and Intervention personnel, parents, students, and community partners**. Stakeholders reviewed student achievement, discipline, attendance, surveys, enrollment trends, and other campus data and provided feedback through CNA meetings, Title I meetings, surveys, small-group discussions, and written or electronic feedback. This stakeholder input directly informed the identification of campus priorities, goals, and strategies for the 2026–2027 CIP.

As Crockett begins its first year as the **Leadership Academy at Crockett Middle School**, the campus has experienced renewed community interest, increased enrollment, and heightened expectations for academic achievement and student leadership. Crockett will build on these strengths while intentionally addressing attendance, discipline, achievement gaps, language development, and federal accountability indicators to ensure that all student groups demonstrate sustained academic growth and success.

Strengths

1. **Strong Support for Emergent Bilinguals (EBs):**
    - With **59.3% EB students**, Crockett ensures equity by requiring **all RLA teachers to hold ESL certification**.
    - The district-provided **IISD curriculum includes embedded scaffolds** to support both EBs and struggling learners, ensuring Tier I instruction is accessible.
2. **Cultural and Linguistic Diversity as an Asset:**
    - Crockett's **83.3% Hispanic population** provides a strong cultural identity and an opportunity to celebrate bilingualism and biculturalism.
    - The campus intentionally leverages this demographic strength through community connection and culturally responsive practices.
3. **Family & Community Engagement:**
    - A **dedicated parent liaison** actively builds parent partnerships, hosting **two classes per month during 2025–26** and continuing into 2026–27.
    - This sustained effort has deepened trust and engagement, particularly among Spanish-speaking families, fostering stronger home-school connections.
4. **Collaborative Teaching Practices:**
    - Teachers engage in **daily collaboration**, analyzing student work, implementing **data-driven instruction**, and

aligning lesson planning.

- These practices ensure instruction is responsive to student needs and consistent across grade levels.

5. **Commitment to Equity in Instruction:**
    - Crockett's requirement for ESL certification, scaffolding strategies, and professional collaboration demonstrates a **systematic commitment to meeting the needs of all learners**, particularly those who are historically underserved.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
2 ★	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
3 ★	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.
4 ★	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
5 ★	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

6 ★	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
7 ★	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

★ = Priority

Student Learning

Summary

Our RTI plan provides targeted support based on students' individual needs and current academic data. Students are grouped from homeroom based on their LPAC identification level (Beginning, Intermediate, Advanced, or Advanced High) and use this time to practice listening, speaking, and writing skills. In addition, content areas rotate students through intervention groups on a two-week cycle, addressing Tier 3, Tier 2, and Tier 1 needs. **High-priority TEKS are identified and targeted during RTI based on student performance data, including DCAs, exit tickets, STAAR projections, and MAP data.** This data is used to determine student groupings and specific intervention needs. Student progress is monitored regularly to measure the effectiveness of interventions and adjust groupings and support as needed. HB1416 minutes are obtained through a daily 50 minute intervention block that is being tracked on enriching students. Science HB1416 minutes are met through students being assigned to a TIA designated teacher.

Data-Driven Instruction (DDI) meetings are held weekly on Mondays to analyze student performance data and identify instructional needs. The data analysis is used to determine how and when intervention should occur. Intervention is addressed in three main ways: **whole-group reteach, spiraled warm-ups, and RTI.** This process allows teachers to respond to student needs in a timely manner and provide targeted support based on current evidence of learning.

Overall Student Achievement and Progress STAAR 2026 Results (Grades 6–8):

- **Reading (All Students):**
  - Approaches: 58% | Meets: 34% | Masters: 10%
- **Math (All Students):**
  - Approaches: 62% | Meets: 31% | Masters: 11%
- **Science (8th Grade):**
  - Approaches: 59% | Meets: 35% | Masters: 13%
- **Social Studies (8th Grade):**
  - Approaches: 42% | Meets: 18% | Masters: 8%

Academic Growth (Domain II STAAR Growth):

- **Reading:**
  - All Students: 58% Met Growth
  - Hispanic: 57%
  - African American: 60%
- **Math:**
  - All Students: 70% Met Growth
  - Hispanic: 71%
  - African American: 65%

English Language Learners (TELPAS):

- **Overall Composite Proficiency 2026:**
  - 59% at Intermediate or Below

- Only 28% showed progress in one proficiency level (down from 30% in 2025)

- **Low composite scores & growth for long-term ELs**

College, Career, and Military Readiness (CCMR) / Advanced Courses:

- CCMR indicators are not applicable at middle school, but Algebra 1 Meets students need to be moved from 86% to 100% & Masters students need to be moved from 46% to a minimum of 50%.

MAP Growth – Fall 2025 to Spring 2026 vs. Winter 2025 to Spring 2026:

- **Reading (All Students):**
  - Fall–Spring: 46% Met Growth
  - Winter–Spring: 42% Met Growth
- **Math (All Students):**
  - Fall–Spring: 40.6% Met Growth
  - Winter–Spring: 34% Met Growth
- **Special Education & ELs** consistently score below 40% growth.

Special Education Data:

- **STAAR Math SPED:**
  - Approaches: 29%, Meets: 9%, Masters 3%
- **STAAR Reading SPED:**
  - Approaches: 27%, Meets: 8%, Masters 1%

Attendance Trends:

- ADA rate has dropped slightly from 96% in 2024-25 to 95.5% in 2025-26, district goal is 96%.
- Chronic absenteeism contributes to gaps in achievement and growth.

Historical STAAR Data by Sub Pop

Student Group	Reading & Math Meets Grade Level +
Hispanic	32%
African American	43%
White	45%
American Indian	27%
Asian	67%
Pacific Islander	100%*
Two or More Races	0%*

2 lowest performing sub pops

Strengths

Summary of Strengths:

- **6th grade math** Academic growth.
- **8th grade Science & Biology** demonstrated increases at higher performance levels.
- **TELPAS growth** continues in middle proficiency bands, especially in 6th–7th grade.
- **MAP growth** shows steady progress campuswide.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
2 ★	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
3 ★	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.
4 ★	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
5 ★	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

6 ★	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7 ★	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
8 ★	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.
9 ★	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.
10 ★	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.
11 ★	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.

School Processes & Programs

Summary

Curriculum & Instruction

- Crockett Middle School continues to implement **district-provided, high-quality instructional materials** aligned to TEKS.
- Instructional pacing calendars are in place with built-in **reteach and review time** for unmastered concepts.
- PLCs (daily for RLA and math) focus on **lesson internalization, practice, and student work analysis**.
- Partnership with Teaching and Learning Department and SustainED help align best practices for instruction utilizing district provided instructional materials to grow students.

Professional Development

- Professional development is centered on **academic discourse, small-group instruction, differentiation, and scaffolding for EBs**.
- New teachers (0–2 years) are paired with mentors for support.

Leadership & Decision-Making

- Leadership team conducts **observations and walkthroughs**, and data informs campus decisions.
- Partnership with SustainED help calibrate best practices to identify strengths and upgrades while observing live lessons.

Communication

- Weekly **At-a-Glance updates** for staff and monthly updates at faculty meetings.
- **Parent newsletter** and **Kinvolve system** for family communication.
- **Parent liaison** coordinates classes and engagement opportunities for families.

Organization & Support Services

- Students attend **Collegiate Academy daily**, an intervention/enrichment period for individualized support.
- Supports include **SPED, RTI, 504, dyslexia services**, and counseling.

Extracurricular & Co-Curricular Opportunities

- Wide variety of programs: **student council, football, volleyball, basketball, track, cheer, disc golf, and other after-school clubs**.

Technology Integration

- Verizon Innovative Learning Schools (VILS) initiative provides **interactive technology and career exploration** opportunities.
- Technology integration is involved in all classrooms.

Leadership Academy Recruitment

- Visit feeder elementary campuses to promote the Leadership Academy and provide information to prospective students and families.
- Participate in district-wide recruitment and School Choice Nights to increase awareness of campus programs and opportunities.

- Participate in 6th Grade Nights to introduce incoming students and families to the Leadership Academy, campus expectations, and available supports.

Student Transition Supports

- Counselors support students transitioning to middle school through 6th Grade Nights, counselor assemblies, individual and small-group counseling, and student support programs.
- The Counseling Corner Canvas page provides students with access to counseling resources, information, and support throughout the school year.
- Campus staff collaborate to identify students who may need additional academic, behavioral, social-emotional, or transition support.

School Safety Monitoring and Response

- Campus administration monitors school safety through supervision, administrative walkthroughs, discipline and incident data, and reports from students and staff.
- Safety concerns are investigated and addressed through established campus and district procedures.
- Administration communicates with parents/guardians and coordinates with counselors and district personnel when additional intervention or support is needed.

Bullying, Drug, and Violence Prevention

- The campus addresses bullying, drug use, and violence through student education, prevention efforts, counseling supports, supervision, and clear behavior expectations.
- Students are provided with established procedures for reporting concerns involving bullying, drugs, violence, or other safety concerns.
- Administration reviews discipline and incident trends to identify recurring concerns and determine appropriate prevention, supervision, and intervention strategies.

Historical Bullying Data

- Campus administration reviews historical bullying reports and discipline data to identify trends and recurring areas of concern.
- Historical data is used to inform campus supervision, student education, counseling supports, and prevention/intervention efforts.
- Bullying data is monitored over time to determine whether additional campus or district supports are needed.

College and Career Readiness

- Students participate in district-wide college and career exploration events that provide exposure to postsecondary education and career pathways.
- Campus counselors support students in exploring interests, strengths, academic planning, college awareness, and future career opportunities.
- Career exploration is incorporated into student experiences beyond the existing VILS and career exploration curriculum.

CTE and Industry Partnerships

- Crockett utilizes its **Verizon partnership with CTE courses** to provide students with additional career exploration experiences.
- Students connect classroom learning to real-world applications and are exposed to potential career pathways through CTE experiences.
- CTE experiences help students understand the connection between middle school coursework, future high school programs of study, and potential career opportunities.

Counselor Support for College/Career Readiness

- Counselors provide information and resources through counselor assemblies and the Counseling Corner Canvas page.
- Counselors provide individual and group support to help students explore academic interests, strengths, and future educational and career options.
- Counseling programs provide students with opportunities to develop awareness of college, career, and postsecondary pathways.

Strengths

- **Curriculum & Instruction**
  - Campus instructional leaders commit to consistent instructional monitoring and support. Each administrator has a content area they supervise for instructional planning, monitoring, and support.
  - Use of **district-provided, high-quality instructional materials** aligned to TEKS with embedded scaffolds for EBs and struggling learners.
  - **Daily PLCs** in RLA, Math, 8th grade Science/Biology and 8th grade Social Studies ensure collaboration, lesson internalization, and student work analysis.
  - Instructional pacing calendars include **reteach/review cycles** for mastery.
- **Professional Development & Staff Support**
  - **Mentor program** for new teachers (0–2 years) provides structured support.
  - PD focuses on **academic discourse, small-group instruction, and differentiation**.
  - Teachers collaborate daily, building consistency across classrooms.
- **Leadership & Decision-Making**
  - Leadership team conducts walkthroughs and uses **data to inform instructional decisions**.
  - Shared leadership model includes teacher collaboration and input.
- **Communication**
  - Weekly **At-a-Glance updates** for staff streamline internal communication.
  - Monthly staff meetings to provide updates and professional development on on-going or new initiatives.
  - Parents receive **newsletters and Kinvolve messages** for timely information.
  - Parent liaison provides **classes and workshops** to strengthen school-home partnerships.
- **Organization & Support Services**
  - **Collegiate Academy** intervention/enrichment period provides daily targeted support.
  - Comprehensive student services: **EB, SPED, 504, RTI, dyslexia services, counseling**.
- **Extracurricular & Co-Curricular Opportunities**
  - Wide variety of extracurriculars: **student council, sports, cheer, disc golf, clubs**.
  - Opportunities promote **leadership, teamwork, and student engagement**.
- **Technology Integration**
  - Participation in **Verizon Innovative Learning Schools (VILS)** initiative provides interactive digital learning and career exploration.
  - Technology supports **collaboration, STEM access, and engagement**.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2 ★	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
3 ★	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.
4 ★	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
5 ★	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.

6 ★	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.
7 ★	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
8 ★	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.
9 ★	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.
10 ★	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.
11 ★	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

= Priority

Perceptions

Summary

Culture & Climate:
Crockett Middle School is in its inaugural year as the Leadership Academy at Crockett Middle School, reinforcing a shared vision centered on student leadership, academic growth, innovation, and community pride. Developed collaboratively by department chairs, the Instructional Leadership Team (ILT), and campus administration, the school's mission and vision statements anchor this shared direction. The opening of the new campus in August 2026 has generated renewed excitement among students, families, and staff while strengthening the campus's identity and sense of belonging. The Leadership Academy model further supports a positive school culture through intentional development of the six leadership pillars: Purpose, Integrity, Accountability, Collaboration, Scholarship, and Service. While positive momentum continues to build, challenges remain in the areas of student attendance, enrollment, and discipline disproportionality, which can impact student engagement, family perceptions, and the overall school climate.

Parent Engagement & Community Partnerships:
During the 2025–26 school year, parent engagement increased through **regular family classes hosted by the parent liaison** and a stronger emphasis on partnerships. Parent participation at school events improved by 30% compared to 2024–25, with families reporting greater connection to campus initiatives.
Community partnerships, especially through the **Verizon Innovative Learning Schools (VILS) initiative**, continue to strengthen student access to technology and career exploration. New collaborations with local organizations have supported extracurricular programs and mentoring opportunities.

Communication:
Communication remains a **key strength** of the campus, with consistent systems in place:

- **Weekly At-a-Glance updates for staff**
- **Monthly newsletters for parents**
- **Kinvolve for two-way family messaging**
  Feedback from both staff and parents in 2025–26 reflected **increased satisfaction with timely and transparent communication.**

Staff Perceptions & Retention:
Staff retention in 2025–26 remained stable (**82%**), with teacher collaboration highlighted as a major strength. Staff absences increased from 454 in 2024-2025 to 467 absences in 2025-2026. New teachers benefited from the **mentorship program**, and PLCs continued to foster shared responsibility for student outcomes. Staff expressed excitement about the transition to the new Leadership Academy model.

Student Feedback:
Students reported positive perceptions of **Collegiate Academy interventions, extracurricular opportunities, and leadership pathways** (student council, athletics, clubs). Career exploration opportunities for 7th and 8th graders, including high school credit courses, were viewed as valuable in preparing for the future.

Strengths

- Parent engagement grew through regular family classes and strengthened community partnerships.
- Staff retention remained stable at 82%, with teacher collaboration as a key strength.
- Verizon Innovative Learning Schools (VILS) partnerships expanded student access to technology and career exploration.
- Staff and parent feedback reflected improved satisfaction with timely, transparent communication.

- Anticipation for the August 2026 opening boosted pride, commitment, and enrollment by 100 students per grade for the Leadership Academy.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.
2 ★	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.
3 ★	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.
4 ★	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

★ = Priority

Professional Development Implementation

Summary

The campus will continue its implementation of **RISE classroom management and behavior training** during district **Purposeful Planning Days** throughout the school year. Crockett has already demonstrated growth in classroom management, student routines, and overall learning environment as a result of consistent implementation of **RISE protocols and Big Rock practices**. Continued training will focus on reinforcing these systems, increasing consistency across classrooms, and providing staff with practical strategies to maintain safe, structured, and supportive learning environments. The principal, Student Success Coach, and administrative team will continue monitoring implementation and providing coaching and feedback to sustain progress and address areas of need.

The **Academic Specialists** will provide ongoing professional learning and reinforcement in **aggressive monitoring, PLC processes, lesson internalization, and key components of the district instructional framework**. The Academic Specialists, EB Coach, and administrative team will monitor implementation through walkthroughs, coaching cycles, PLC participation, and timely feedback to identify gaps, provide immediate support, and strengthen fidelity across content areas and classrooms.

For students previously identified with **Tier 3 behavioral needs**, as well as students newly identified through campus data and intervention processes, the **Student Success Coach** will provide targeted behavioral support through pull-out sessions and the **Journey2Dream program**. These interventions will focus on explicitly teaching replacement behaviors, self-management, decision-making, and strategies that support successful classroom participation.

Together, these efforts reflect a coordinated approach to strengthening both **adult practice and student behavior**, while building on the progress already made in classroom management, instructional structure, and campus-wide consistency.

Strengths

Crockett has established a strong foundation for professional learning focused on improving instructional practice and student outcomes. Teachers receive ongoing professional development in **data-driven instruction, academic discourse, small-group intervention, scaffolding for Emergent Bilingual students, classroom management, and implementation of the district instructional framework**. New teachers with 0–2 years of experience are paired with mentors to provide targeted support, while collaborative coaching and planning occur within grade-level and content teams.

The campus has also strengthened the frequency and intentionality of **instructional feedback, coaching, walkthroughs, and follow-up**, resulting in improved implementation of **RISE protocols, Big Rock practices, classroom routines, and instructional expectations**. Academic Specialists, the EB Coach, Student Success Coach, and administrative team work collaboratively to provide job-embedded support and respond to identified areas of need.

Continued professional learning will focus on deepening consistency across classrooms, strengthening culturally responsive instructional practices, and ensuring that instruction is responsive to students' academic, linguistic, cultural, and social-emotional needs.

Problem Statements Identifying Professional Development Implementation Needs

	Problem Statement	Root Cause
1	Teachers are facing disruptions to the learning environment, which leads to lower academic achievement.	As behaviors are changing across the country, professional development supports and strategies have been seriously lacking.
2	Teachers report being frightened by student conflicts, and in some cases, student to teacher conflicts. Students can sense when their teacher is scared of them and this can create a timid approach from the teacher. Failure to command authority in the classroom leads to loss of teacher credibility (a Hattie top 10!!) and an overall reduction in learning outcomes.	As behaviors are changing across the country, professional development supports and strategies have been seriously lacking.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
2 ★	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
3 ★	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
4 ★	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.
5 ★	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.
6 ★	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.

7 ★	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
8 ★	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
9 ★	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.
10 ★	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
11 ★	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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 ☑ High Priority

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 47% to 57% by May 2027.
Increase the percentage of Hispanic students from 46.09% to 56% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson internalization, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Student Learning 6 - School Processes & Programs 1 - Perceptions 4

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Administrative Team and Instructional Support Team will monitor the following week's lesson internalizations each Friday to ensure tight alignment with the Irving ISD curriculum.
Internalizations will be reviewed for the inclusion of TEKS, lesson objectives, instructional activities, 5E instructional strategies, daily assessments, differentiation, anticipated misconceptions, and appropriate activities and modifications for special populations.

Following the review, the Instructional Support Team will provide timely, actionable feedback to teachers to strengthen lesson planning and instructional alignment. PLCs will provide dedicated time for teachers to collaborate, discuss their internalizations, share instructional strategies, and make adjustments based on feedback and anticipated student needs. As a follow-up to the internalization process, the Instructional Support Team will conduct classroom visits to observe lessons in action, monitor alignment between the planned and implemented instruction, and provide additional feedback and support as needed.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 5, 6, 9 - School Processes & Programs 1, 3, 5, 11 - Perceptions 4

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Administrators and Academic Specialists (AS) will be present during all PLCs to ensure consistent implementation and alignment with the PLC framework outlined in the campus guidebook. Look Forward Days will provide dedicated time for teams to collaboratively internalize upcoming lessons, plan for effective lesson delivery, anticipate student needs, and identify instructional strategies and supports. Look Backward Days will focus on analyzing student performance and identifying next steps, including the development of targeted reteach plans, extension activities, and other instructional responses based on student data.

Mondays will feature DDI data analysis protocol for essential standards within one week of assessment administration. Friday PLCs will provide teachers with dedicated time to practice and refine upcoming lessons, rehearse instructional strategies, collaborate with colleagues, and receive feedback before implementing lessons with students. This time will allow teams to strengthen content delivery, anticipate potential misconceptions, and ensure instructional practices are aligned to lesson objectives and student needs.

PLC teams will upload weekly artifacts documenting their collaborative work, including lesson internalizations, data analysis, reteach plans, extension activities, practice/rehearsal materials, and other evidence of PLC implementation. Administrators and Academic Specialists will use these artifacts and PLC observations to provide feedback, monitor implementation, and ensure teams are using the PLC process to drive instructional decisions and improve student outcomes.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 7 - Student Learning 5, 6, 7 - School Processes & Programs 1, 2, 11 - Perceptions 4

Funding Sources: 211 - Title I-A, , 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
2	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
3	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/ modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.

7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

9	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/ modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
3	Students receiving Special Education services are significantly underperforming their peers in reading and mathematics and are demonstrating insufficient academic growth, indicating a need for stronger alignment of Tier I instruction, specially designed instruction, and targeted intervention.	Implementation of grade-level, TEKS-aligned instruction, specially designed instruction, accommodations/ modifications, and collaboration between general education and Special Education teachers is inconsistent across classrooms. Intervention time and co-teach/inclusion structures are also not consistently designed around identified student skill gaps.
5	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.

11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 2 ☑ High Priority

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 34% to 44% by May 2027.
Increase the percentage of Hispanic students from 32% to 44% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 2, 7 - Student Learning 2, 7 - School Processes & Programs 2, 5

Funding Sources: 211 - Title I-A, , 199 - General Funds: SCE,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Administrative Team and Instructional Support Team will monitor the following week's lesson internalizations each Friday to ensure tight alignment with the Irving ISD curriculum. Internalizations will be reviewed for the inclusion of TEKS, lesson objectives, instructional activities, 5E instructional strategies, daily assessments, differentiation, anticipated misconceptions, and appropriate activities and modifications for special populations.

Following the review, the Instructional Support Team will provide timely, actionable feedback to teachers to strengthen lesson planning and instructional alignment. PLCs will provide dedicated time for teachers to collaborate, discuss their internalizations, share instructional strategies, and make adjustments based on feedback and anticipated student needs. As a follow-up to the internalization process, the Instructional Support Team will conduct classroom visits to observe lessons in action, monitor alignment between the planned and implemented instruction, and provide additional feedback and support as needed.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 1 - Student Learning 5, 6 - School Processes & Programs 1, 11 - Perceptions 4

Funding Sources: 263 - Title III, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Administrators and Academic Specialists (AS) will be present during all PLCs to ensure consistent implementation and alignment with the PLC framework outlined in the campus guidebook. Look Forward Days will provide dedicated time for teams to collaboratively internalize upcoming lessons, plan for effective lesson delivery, anticipate student needs, and identify instructional strategies and supports. Look Backward Days will focus on analyzing

student performance and identifying next steps, including the development of targeted reteach plans, extension activities, and other instructional responses based on student data.

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol on Mondays. DDI protocols will allow for investigation of essential standards within one week of assessment administration. Friday PLCs will provide teachers with dedicated time to practice and refine upcoming lessons, rehearse instructional strategies, collaborate with colleagues, and receive feedback before implementing lessons with students. This time will allow teams to strengthen content delivery, anticipate potential misconceptions, and ensure instructional practices are aligned to lesson objectives and student needs.

PLC teams will upload weekly artifacts documenting their collaborative work, including lesson internalizations, data analysis, reteach plans, extension activities, practice/rehearsal materials, and other evidence of PLC implementation. Administrators and Academic Specialists will use these artifacts and PLC observations to provide feedback, monitor implementation, and ensure teams are using the PLC process to drive instructional decisions and improve student outcomes.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 7 - Student Learning 5, 6, 7 - School Processes & Programs 1, 2, 11 - Perceptions 4

Funding Sources: 199 - General Funds, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
2	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
5	Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 3 ☑ High Priority

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 39.2% to 50% by May 2027.
Increase the percentage of Hispanic students from 37.84% to 50% by May 2027.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: AS

Problem Statements: Demographics 7 - Student Learning 6, 7 - School Processes & Programs 1, 2 - Perceptions 4

Funding Sources: 211 - Title I-A, , 199 - General Funds: SCE,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Administrative Team and Instructional Support Team will monitor the following week's lesson internalizations each Friday to ensure tight alignment with the Irving ISD curriculum.

Internalizations will be reviewed for the inclusion of TEKS, lesson objectives, instructional activities, 5E instructional strategies, daily assessments, differentiation, anticipated misconceptions, and appropriate activities and modifications for special populations.

Following the review, the Instructional Support Team will provide timely, actionable feedback to teachers to strengthen lesson planning and instructional alignment. PLCs will provide dedicated time for teachers to collaborate, discuss their internalizations, share instructional strategies, and make adjustments based on feedback and anticipated student needs. As a follow-up to the internalization process, the Instructional Support Team will conduct classroom visits to observe lessons in action, monitor alignment between the planned and implemented instruction, and provide additional feedback and support as needed.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: AS

Problem Statements: Student Learning 6 - School Processes & Programs 1 - Perceptions 4

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Administrators and Academic Specialists (AS) will be present during all PLCs to ensure consistent implementation and alignment with the PLC framework outlined in the campus guidebook. Look Forward Days will provide dedicated time for teams to collaboratively internalize upcoming lessons, plan for effective lesson delivery, anticipate student needs, and identify instructional strategies and supports. Look Backward Days will focus on analyzing student performance and identifying next steps, including the development of targeted reteach plans, extension activities, and other instructional responses based on student data.

On Mondays the administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards. Friday PLCs will provide teachers with dedicated time to practice and refine upcoming lessons, rehearse instructional strategies, collaborate with colleagues, and receive feedback before implementing lessons with students. This time will allow teams to strengthen content delivery, anticipate potential misconceptions, and ensure instructional practices are aligned to lesson objectives and student needs.

PLC teams will upload weekly artifacts documenting their collaborative work, including lesson internalizations, data analysis, reteach plans, extension activities, practice/rehearsal materials, and other evidence of PLC implementation. Administrators and Academic Specialists will use these artifacts and PLC observations to provide feedback, monitor implementation, and ensure teams are using the PLC process to drive instructional decisions and improve student outcomes.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 5, 6 - School Processes & Programs 1, 11 - Perceptions 4

Funding Sources: 199 - General Funds, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 4 ☑ High Priority

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 31% to 41% by May 2027.
Increase the percentage of Hispanic students from 30% to 40% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: AS

Problem Statements: Demographics 1, 7 - Student Learning 5, 7 - School Processes & Programs 2, 11

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Administrative Team and Instructional Support Team will monitor the following week's lesson internalizations each Friday to ensure tight alignment with the Irving ISD curriculum. Internalizations will be reviewed for the inclusion of TEKS, lesson objectives, instructional activities, 5E instructional strategies, daily assessments, differentiation, anticipated misconceptions, and appropriate activities and modifications for special populations.

Following the review, the Instructional Support Team will provide timely, actionable feedback to teachers to strengthen lesson planning and instructional alignment. PLCs will provide dedicated time for teachers to collaborate, discuss their internalizations, share instructional strategies, and make adjustments based on feedback and anticipated student needs. As a follow-up to the internalization process, the Instructional Support Team will conduct classroom visits to observe lessons in action, monitor alignment between the planned and implemented instruction, and provide additional feedback and support as needed.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 1 - Student Learning 5, 6 - School Processes & Programs 1, 11 - Perceptions 4

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Administrators and Academic Specialists (AS) will be present during all PLCs to ensure consistent implementation and alignment with the PLC framework outlined in the campus guidebook. Look Forward Days will provide dedicated time for teams to collaboratively internalize upcoming lessons, plan for effective lesson delivery, anticipate student needs, and identify instructional strategies and supports. Look Backward Days will focus on analyzing

student performance and identifying next steps, including the development of targeted reteach plans, extension activities, and other instructional responses based on student data.

On Monday administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards. Friday PLCs will provide teachers with dedicated time to practice and refine upcoming lessons, rehearse instructional strategies, collaborate with colleagues, and receive feedback before implementing lessons with students. This time will allow teams to strengthen content delivery, anticipate potential misconceptions, and ensure instructional practices are aligned to lesson objectives and student needs.

PLC teams will upload weekly artifacts documenting their collaborative work, including lesson internalizations, data analysis, reteach plans, extension activities, practice/rehearsal materials, and other evidence of PLC implementation. Administrators and Academic Specialists will use these artifacts and PLC observations to provide feedback, monitor implementation, and ensure teams are using the PLC process to drive instructional decisions and improve student outcomes.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 5, 6 - School Processes & Programs 1, 11 - Perceptions 4

Funding Sources: 199 - General Funds, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 5 ☑ High Priority

Increase the percentage of students who score at meets or above in Algebra 1 from 86% to 100% by May 2027.
Increase the percentage of African American students from 80% to 100% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 7 - Student Learning 6, 7 - School Processes & Programs 1, 2 - Perceptions 4

Funding Sources: 211 - Title I-A, , 199 - General Funds: SCE,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Administrative Team and Instructional Support Team will monitor the following week's lesson internalizations each Friday to ensure tight alignment with the Irving ISD curriculum. Internalizations will be reviewed for the inclusion of TEKS, lesson objectives, instructional activities, 5E instructional strategies, daily assessments, differentiation, anticipated misconceptions, and appropriate activities and modifications for special populations.

Following the review, the Instructional Support Team will provide timely, actionable feedback to teachers to strengthen lesson planning and instructional alignment. PLCs will provide dedicated time for teachers to collaborate, discuss their internalizations, share instructional strategies, and make adjustments based on feedback and anticipated student needs. As a follow-up to the internalization process, the Instructional Support Team will conduct classroom visits to observe lessons in action, monitor alignment between the planned and implemented instruction, and provide additional feedback and support as needed.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 7 - Student Learning 6, 7 - School Processes & Programs 1, 2 - Perceptions 4

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Administrators and Academic Specialists (AS) will be present during all PLCs to ensure consistent implementation and alignment with the PLC framework outlined in the campus guidebook. Look Forward Days will provide dedicated time for teams to collaboratively internalize upcoming lessons, plan for effective lesson delivery, anticipate student needs, and identify instructional strategies and supports. Look Backward Days will focus on analyzing student performance and identifying next steps, including the development of targeted reteach plans, extension activities, and other instructional responses based on student data.

On Monday's the administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards. Friday PLCs will provide teachers with dedicated time to practice and refine upcoming lessons, rehearse instructional strategies, collaborate with colleagues, and receive feedback before implementing lessons with students. This time will allow teams to strengthen content delivery, anticipate potential misconceptions, and ensure instructional practices are aligned to lesson objectives and student needs.

PLC teams will upload weekly artifacts documenting their collaborative work, including lesson internalizations, data analysis, reteach plans, extension activities, practice/rehearsal materials, and other evidence of PLC implementation. Administrators and Academic Specialists will use these artifacts and PLC observations to provide feedback, monitor implementation, and ensure teams are using the PLC process to drive instructional decisions and improve student outcomes.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 7 - Student Learning 5, 6, 7 - School Processes & Programs 1, 2, 11 - Perceptions 4

Funding Sources: 211 - Title I-A, , 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 6 ☑ High Priority

Increase the percentage of 6th-8th grade students scoring at MEETS or above on STAAR RLA and English 1 from 34% to 40% by May 2027.
Increase the percentage of Hispanic students from 30% to 40% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 6

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

Performance Objective 7 ☑ High Priority

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Science and Biology from 35% to 40% by May 2027.
Increase the percentage of Hispanic students from 30% to 40% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 6, 7 - Student Learning 4, 6, 7 - School Processes & Programs 1, 2, 7 - Perceptions 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
7	Across all grade levels, students are not meeting their projected growth goals in mathematics on campus progress measures. 450 math tests earned 0 points, 189 earned0.5 points and 147 earned 1.0 points.	The initial implementation of a new math curriculum, combined with multi-grade planning loads for key teaching staff, restricted the time needed for thorough lesson internalization, daily formative assessment, and targeted Tier 1 growth interventions.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 8 ☑ High Priority

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Social Studies from 18% to 30% by May 2027.
Increase the percentage of Hispanic students from 15% to 25% by May 2027.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 4, 5 - Student Learning 1, 3, 6 - School Processes & Programs 1, 4, 6 - Perceptions 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
5	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.

3	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
4	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
6	Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Performance Objective 9 ☑ High Priority

1515

Decrease the percentage of TELPAS composite score from 59% at Intermediate or below to 50% by moving students up the different metrics.

Evaluation Data Source: Summit K-12 data, Amira data, MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 ☑ Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/ Common
Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialists

Problem Statements: Demographics 1, 4 - Student Learning 1, 5 - School Processes & Programs 4, 11

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

4	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
5	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
11	Based on TELPAS and Closing the Gaps data, Emergent Bilingual students are not demonstrating adequate language development and academic performance. EB students need increased daily opportunities to speak, read, write, and engage in academic discourse across all content areas to improve TELPAS progress and academic achievement.	Appropriate ESL strategies, language objectives, scaffolds, and opportunities for academic language development have not been implemented with consistent fidelity across content areas. Teachers need continued training, modeling, coaching, and feedback to embed these supports into daily instruction.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 11.6% to 9% by May 2027.
Decrease the chronic absenteeism rate for American Indian students from 33.3% to 15% by May 2027.

Evaluation Data Source: ATT0010 Consecutive Absences
OnDataSuite Chronic Absenteeism Rate Report

Strategy 1

For students with excessive attendance issues, administrator and counselor set up parent meetings. Students who don't have excused absences or who have absence patterns, administrators will put on an attendance contract to incentivize and hold students accountable for attendance.

Strategy's Expected Result/Impact: Decrease percentage of chronic student absences and increase overall attendance percentage.

Staff Responsible for Monitoring: Administrators, counselors

Problem Statements: Student Learning 8 - School Processes & Programs 8 - Perceptions 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
8	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for Hispanic students that are referred for disciplinary action from 86.3% to 43% by May 2027.
Decrease the number of discretionary referrals for Hispanic students from 86.2% to 43% by May 2027.

Evaluation Data Source: OnDataSuite Student Disciplinary Incidents 25-26 for Campus Code

Strategy 1 ☑ Results Driven Accountability

A high number of referrals from a specific teacher or class will receive an observation and feedback session, which will lead into a coaching cycle to prevent further classroom disruptions that negatively impact learning. Campus instructional leaders will support teachers in developing their strategies to make positive connections with students.

Strategy's Expected Result/Impact: Improved classroom management, reduction in number discipline incidents, , resulting in the total number of student infraction counts to decrease by >5% from about 86% to 43%.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 7 - Student Learning 6, 7, 11 - School Processes & Programs 1, 2, 9 - Perceptions 2, 4

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Through ongoing professional development, modeling, and coaching feedback, the Student Success Coach (SSC) will support teachers in developing and implementing effective classroom discipline plans and consistent behavior-management practices. Teachers will receive training on the campus behavior flow chart to strengthen their understanding of which student behaviors should be addressed through classroom-managed consequences and which behaviors warrant a referral to the SSC or administration.

Teachers will develop an individualized RISE Behavior Plan for their classroom and review and adjust the plan every six weeks based on student behavior data, classroom trends, and identified student needs. The SSC will provide ongoing coaching, modeling, and feedback to support teachers in implementing these plans with consistency and fidelity. This process will ensure that teachers have clear expectations and strategies for managing in-class behaviors while maintaining consistent procedures for referring behaviors that require additional support from the SSC or administration.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Administrators, SSC

Problem Statements: Demographics 7 - Student Learning 6, 7, 11 - School Processes & Programs 1, 2, 9 - Perceptions 2, 4

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
7	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
11	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.
2	Teachers lacked a shared protocol to analyze why students missed specific questions or TEKS.	Teachers did not consistently use a standard corrective action planning process to analyze assessment data, identify specific skill gaps, and design targeted reteach plans using scaffolded, TEKS-aligned strategies.
9	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.
4	While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	While expectations for high-quality instruction are established, content teams have varying levels of understanding due to years of experience, professional developments, and high-priority coaching.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

Increase parent and community engagement by providing meaningful opportunities for families to participate in school activities with at least 1 parent involvement activity each month, decision-making, and student learning, the expected participation increase of 30% of parent participation as measured by sign-in sheets, survey data, and event attendance by May 2027.

Strategy 1

Parent Liaison will create a calendar of offerings, and will offer parent classes and resources at a variety of times, including some classes/resources being shared remotely.

Strategy's Expected Result/Impact: We will bring more parents in by providing our offerings in a variety of ways (remote vs face to face) and times.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Student Learning 10 - School Processes & Programs 10 - Perceptions 3

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
10	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
10	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication and structured academic engagement opportunities are inconsistent or insufficient.

State Compensatory Education

State Compensatory

Budget for Crockett Middle School

Total SCE Funds: $14,496.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At the Leadership Academy at Crockett Middle School, we are committed to providing equitable access to high-quality instruction and targeted academic support for all students, particularly those identified as being at risk of not meeting state academic standards or successfully completing their educational program. State Compensatory Education (SCE) funds are used to supplement the regular education program and provide additional resources designed to accelerate learning and address identified student needs. For the 2026–2027 school year, Crockett has been allocated $14,496 in SCE funds. At this time, the full allocation is designated for supplies and instructional materials that directly support supplemental instruction and intervention for students identified as at risk. These resources will be strategically selected based on student performance data and campus needs and may support targeted intervention, small-group instruction, differentiated learning, reteaching, accelerated instruction, and additional opportunities for students to demonstrate mastery. Materials purchased with SCE funds will supplement, rather than replace, resources provided through the regular instructional program. The campus will monitor the use and effectiveness of SCE-funded materials through student achievement data, progress monitoring, PLC processes, and ongoing instructional review. Through the intentional use of the $14,496 SCE allocation, Crockett will provide additional academic resources necessary to address learning gaps, accelerate student growth, and increase achievement for students identified as at risk.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Crockett Middle School conducted a comprehensive needs assessment (CNA) process during the spring and summer of 2026 to guide campus improvement planning for the 2026–2027 school year. The CNA committee met initially on **April 23, 2026**, to review the purpose and outline the process. Follow-up meetings were held on **May 19** and **July 29**, to review data, identify trends, and finalize findings.

Stakeholders were intentionally selected to ensure broad representation and included campus and district administrators, teachers from each grade level and department, special programs staff (Special Education, ESL, and Intervention), parents, students, and community partners. Parent and community participants were invited through campus communications, and Title I parent meetings to ensure inclusivity and diverse perspectives.

The CNA committee examined multiple focus areas aligned to the four core domains: **Student Achievement, School Culture and Climate, Staff Quality/Professional Development, and Family and Community Engagement.** Data sources included STAAR and TELPAS results, local benchmark assessments, discipline data, attendance rates, staff and student survey results, parent engagement data, and demographic and enrollment trends.

Through data analysis and discussion, the team identified priority areas of need that directly informed the goals and strategies of the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

To ensure meaningful input from all stakeholder groups, **Crockett Middle School** offered **multiple opportunities** for participation throughout the Comprehensive Needs Assessment (CNA) process. Meetings were scheduled at varying times to accommodate staff, parents, and community members.

CNA meetings were held on **April 23, 2026**, **May 19, 2026**, and **July 29, 2026**. An additional feedback session was provided during the **Title I Parent Meeting on September 18 and 30, 2026**, to gather final input from families prior to submission of the Campus Improvement Plan (CIP).

Stakeholders included campus administrators, instructional coaches, teachers from each grade level and department, special program representatives (Special Education, ESL, Intervention), parents, students, and community partners. Invitations and reminders were sent via campus email, parent newsletters, and School Messenger to ensure broad awareness.

Evidence of stakeholder engagement is maintained in the **Crockett Middle School CNA Documentation Folder** located on the campus shared drive and includes:

- Meeting **agendas** and **sign-in sheets** for each session
- **Meeting notes and minutes** documenting discussion and identified needs
- **Data review summaries** for each CNA focus area
- **Parent and staff survey results** and **feedback forms**
- **Title I meeting agenda and sign-in documentation** verifying parent participation

These records serve as verification of ongoing stakeholder collaboration and informed decision-making throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the **Crockett Middle School Schoolwide Plan/Campus Improvement Plan (CIP)** followed a structured, collaborative timeline to ensure stakeholder involvement and data-informed decision-making. The process began in **April 2026** with the first Comprehensive Needs Assessment (CNA) meeting and continued through **September 2026**, concluding with the review and finalization of the CIP.

- **April 23, 2026:** Initial CNA meeting—review of purpose, process, and preliminary data sources.
- **May 19, 2026:** Department and grade-level teams analyzed student performance, discipline, attendance, and survey data to identify strengths and needs.
- **July 29, 2026:** CNA committee reconvened to finalize findings, establish priority focus areas, and align with district goals.
- **September 18, 2026:** Title I Parent Meeting—shared CNA findings and gathered feedback on proposed campus goals and strategies.
- **September 30, 2026:** Follow-up Title I Parent Meeting—reviewed and confirmed revisions to the Schoolwide Plan/CIP based on stakeholder input.

Evidence of the timeline and stakeholder engagement is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive. This folder includes all **meeting agendas**, **sign-in sheets**, **notes/minutes**, **data review summaries**, and **parent feedback forms** verifying multiple opportunities for input throughout the planning process.

2.2 Stakeholders 1114(b)(2)

Crockett Middle School ensures that **staff, families, and community members** play an active role in the development of the Schoolwide Plan/Campus Improvement Plan. Input was gathered through a series of **Comprehensive Needs Assessment (CNA)** meetings and **Title I Parent Meetings** designed to include diverse perspectives and ensure alignment with campus goals.

Teachers, instructional coaches, and program representatives (including Special Education, ESL, and Intervention) provided data analysis and recommendations during CNA meetings held on **April 23**, **May 19**, and **July 29, 2026**. Family and community input was gathered through **Title I Parent Meetings on September 18 and September 30, 2026**, where stakeholders reviewed draft goals, discussed proposed strategies, and provided written and verbal feedback.

Feedback was solicited through multiple methods, including **surveys**, **small-group discussions**, and **open comment forms** shared during meetings and electronically. Campus administrators reviewed all feedback to identify revisions and ensure the final plan reflected the collective input of all stakeholder groups.

The **list of stakeholders**, along with **sign-in sheets that include names and roles**, is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** located on the campus shared drive. This folder also contains **agendas, meeting minutes, and feedback summaries** that verify active participation and transparent decision-making throughout the planning process.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Crockett Middle School ensures that the Schoolwide Plan/Campus Improvement Plan (CIP) is **accessible to the district, parents, and the public** in a clear and understandable format. The finalized plan is **submitted to the district through the campus shared drive and the district CIP submission platform** for official review and compliance.

For parents and the community, the plan is made available in multiple ways:

- Posted on the **Crockett Middle School website** in a clearly labeled section for Campus Improvement and Title I information.
- Available in **print format** upon request at the campus front office.
- Shared in **parent meetings, newsletters, and School Messenger communications** with summaries that highlight key goals, strategies, and outcomes in plain language.
- Materials are provided in both **English and Spanish** to ensure accessibility for all families.

These steps ensure that all stakeholders can review and understand the plan, monitor campus goals, and engage meaningfully in supporting student success.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Crockett Middle School develops the Schoolwide Plan/Campus Improvement Plan (CIP) in **coordination with multiple Federal, State, and local programs** to maximize resources and provide comprehensive support to students. The plan aligns with and incorporates services and initiatives including:

- **Title I and Title II programs**, providing supplemental academic support and professional development for staff.
- **Special Education, ESL, and Intervention services**, ensuring alignment of individualized supports with campus goals.
- **Nutrition and wellness programs**, including the National School Lunch Program and campus health initiatives, to support student well-being and readiness to learn.
- **Violence prevention and social-emotional learning programs**, coordinated with district counseling services and community partners.
- **Career and Technical Education (CTE) pathways**, aligned with academic planning and post-secondary readiness initiatives.
- **Community-based programs**, such as local housing or family support services, to connect families with additional resources that remove barriers to learning.

Integration occurs through **regular coordination meetings**, shared data review, and alignment of campus strategies with district initiatives. This ensures that resources are used efficiently, services are complementary rather than duplicative, and all programs support the campus's identified priorities.

Evidence of coordination and integration—including meeting notes, partnership agreements, and program documentation—is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

All statutorily required Title I descriptions have been **aligned at the strategy level within the Campus Improvement Plan** . Each strategy in the plan includes the corresponding description for compliance purposes. By checking the appropriate boxes at the strategy level, the system will **auto-populate the required description** into this section.

Because all strategies already include these aligned descriptions, a separate narrative in this section is **optional** and not required for submission.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Crockett Middle School maintains all documentation related to the **Schoolwide program and Campus Improvement Plan (CIP)** in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive. This folder includes:

- **Meeting agendas, minutes, and sign-in sheets** for all CNA, Title I, and program review meetings.
- **Data analyzed** for program effectiveness, including STAAR and TELPAS results, local benchmark assessments, discipline and attendance data, staff and student survey results, and parent engagement feedback.
- **Formative review notes** documenting semiannual evaluations of program implementation and effectiveness.
- **Summative review documentation** reflecting the annual evaluation of the Schoolwide program plan and identification of areas for improvement.

The **process for evaluating program effectiveness** includes:

1. **Formative Reviews** conducted at least twice per year to monitor implementation fidelity and assess progress toward goals.
2. **Summative Review** at the end of the school year to evaluate overall program outcomes and inform revisions to the Schoolwide plan.
3. **Integration into the CNA process** for the following school year, ensuring that evaluation results guide the identification of campus strengths, needs, and priorities.

This structured documentation and evaluation process ensures that all stakeholders can track program effectiveness and that data-driven decisions inform continuous improvement.

Title I Personnel

Name	Position	Program	FTE
Elizabeth Guerrero	Student Success Coach		1
Yasmin Suarez	Parent Liaison		1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 7, 2026 @ 9:15 AM	Conference Room	--	--
October 2, 2026 @ 3:45 PM	Conference Room	--	--
September 14, 2026 @ 9:00 AM	Conference Room	--	--

Members

First Name	Last Name	Position	Committee Role
Manuel	Espino	Prinicipal	Administrator
Alexandria	Paige	Assistant Principal	Administrator
Elizabeth	Davis	Academic Specialist	Non-Classroom Professional
Jennifer	Polansky	District Representative	District Representative
Lesly	Moss	Social Studies Department Chair	Teacher
Julie	Carr	Science Department Chair	Teacher
Juliet	Medley	SPED Department Chair	Teacher
Mayra	Salazar-Ordaz	Math Department Chair	Teacher
Krystal	Sobers	ELAR Department Chair	Teacher
Luz	Alcaraz	Parent	Parent
Thania	Arredondo	Parent	Parent
Roxana	Segovia	Parent	Parent
Maria	Juarez	Community Member	Community Member
Hortencia	Miranda	Community Member	Community Member
Maria	Constanza	Business Represenative	Business Representative
Karla	Schmidt	Business Representative	Business Representative

Irving Independent School District

De Zavala Middle School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

1534

Generated by Plan4Learning.com
October 09, 2026 at 09:19 AM

Mission Statement

Mission

DeZavala Middle School, a habitat that nurtures diverse learners, fosters a legacy of continual growth in a rapidly changing world by:

Inspiring curiosity, creativity, and critical thinking

Cultivating responsibility and self-worth to create dynamic leaders

Encouraging active engagement from our community

Integrating technology in innovative ways

Opening pathways to future opportunities

Vision

Every Hawk, Every Day, Engaged and Learning.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 20

Support Systems and Other Data 20

Goals 22

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 23

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 35

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 40

State Compensatory Education 42

Budget for De Zavala Middle School 43

Title I Summary 44

Title I 45

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 45

1.1 Description of CNA Process 45

1.2 Location for Evidence of Multiple Meetings Held 45

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 45

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 45

2.2 Stakeholders 1114(b)(2) 46

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 46

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 46

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 46

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 46

Title I Personnel 47

Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

Lorenzo De Zavala Middle School, located in Irving Independent School District in Dallas County, Texas, serves students in grades 6–8. The campus is committed to developing creativity, critical thinking, leadership, and lifelong learning through rigorous academic instruction, innovative learning opportunities, and meaningful family and community engagement. De Zavala serves a culturally and linguistically diverse student population and provides academic, behavioral, and social-emotional supports designed to meet the needs of all learners.

School History and Campus Story

De Zavala Middle School has established a campus identity centered on academic growth, student leadership, cultural diversity, and community involvement. The school provides opportunities for students to participate in advanced academics, fine arts, extracurricular activities, and student organizations, including Student Council, National Junior Honor Society, FCCLA, eSports, and Art Club. These opportunities support student belonging, leadership development, and preparation for future educational pathways.

[Add the school's opening year, significant historical milestones, campus traditions, and noteworthy achievements to provide a more complete historical narrative.]

Student Enrollment and Demographic Characteristics

According to the 2025–2026 Texas Education Agency Student Information Report, De Zavala enrolled 779 students, including 267 sixth-grade students, 240 seventh-grade students, and 272 eighth-grade students.

The campus population is predominantly Hispanic (83.1%), followed by White (9.2%), African American (3.2%), Asian (1.8%), American Indian (1.4%), and students identifying with two or more races (1.3%). The student population includes 373 females (47.9%) and 406 males (52.1%).

De Zavala serves a substantial population of students requiring differentiated academic and social supports. Economically disadvantaged students represent 85.5% of enrollment, while 66.8% are identified as at-risk. Emergent Bilingual students account for 50.2% of the student population, students receiving Special Education services represent 17.8%, and students receiving Section 504 services account for 5.5%. Additionally, 28.8% of students are identified as Gifted and Talented, and 13.5% are identified with dyslexia. All 779 enrolled students are reported as Title I students.

These characteristics emphasize the importance of culturally responsive instruction, language development, differentiated instruction, accessible enrichment opportunities, and coordinated student support systems.

Class Size and Staffing

The 2025–2026 TEA report identifies the following average class sizes at De Zavala:

- Grade 6 elementary-designated classes: 22.4 students
- English/Language Arts: 20.3 students
- Mathematics: 18.3 students
- Science: 23.0 students
- Social Studies: 24.1 students
- Foreign Languages: 14.5 students

The campus reports a student-to-teacher ratio of 15.0 and approximately 51.9 teacher full-time equivalents. Campus staffing also includes administrators, counselors, a librarian, professional support personnel, and educational aides. Teachers average 10.2

years of professional experience.

Class-size differences across subjects should be considered when planning differentiated instruction, small-group support, classroom management, and instructional interventions.

Key Stakeholders and Community Partnerships

De Zavala recognizes families, students, teachers, paraprofessionals, campus administrators, counselors, instructional specialists, district personnel, and community representatives as essential stakeholders in campus improvement.

The Campus Improvement Committee (CIC) and Comprehensive Needs Assessment (CNA) process provide opportunities for stakeholder participation in reviewing campus data, identifying needs, establishing priorities, and evaluating improvement efforts.

The campus employs a Title I Parent Liaison to strengthen communication, encourage family participation, and connect families with available resources. Through Project PASS, students and families have access to assistance such as school supplies, clothing, and nutrition-related resources.

Family survey results identify school-family communication as a strength, with 85% favorable responses. However, family engagement received only 13% favorable responses, identifying a need to strengthen meaningful family participation in campus activities and decision-making.

[Insert names of additional verified community organizations, business partners, faith-based organizations, and educational partners supporting the campus.]

Historical Discipline Referrals and Suspensions

Student behavior and school climate remain important areas for ongoing monitoring. The previous Campus Improvement Plan documented 171 combined in-school suspension (ISS) and out-of-school suspension (OSS) incidents during the 2024–2025 school year.

The 2025–2026 TEA Student Information Report separately identifies 30 students with disciplinary placements during 2024–2025. These figures reflect different discipline measures and should not be treated as equivalent.

Campus discipline analysis should include historical office discipline referrals, ISS assignments, OSS assignments, repeat offenders, and disciplinary trends by grade level, student group, infraction type, and grading period.

[Insert verified 2023–2024, 2024–2025, and 2025–2026 office referral totals, ISS incidents, OSS incidents, and suspension days to establish historical trends.]

Student Tardiness

Student punctuality is another important factor affecting instructional time, student engagement, and campus operations. The campus should examine tardy-to-school and tardy-to-class data to identify patterns by grade level, time of day, grading period, and repeated occurrences.

[Insert verified historical tardy totals and the percentage of students with repeated tardiness.]

Analyzing tardiness alongside attendance and discipline data will help determine whether additional supports are needed to improve students' access to daily instruction.

Historical Attendance Trends and Chronic Absenteeism

De Zavala maintained a campus attendance rate of 95.1% during both the 2023–2024 and 2024–2025 school years. During 2024–2025, campus attendance exceeded the district rate of 94.8% and the state rate of 93.9%.

Chronic absenteeism improved from 14.2% in 2023–2024 to 13.3% in 2024–2025, representing a decrease of 0.9 percentage points.

Despite this improvement, chronic absenteeism remains a concern for specific student populations. During 2024–2025, students receiving Special Education services had a chronic absenteeism rate of 22.2%, compared with the campus rate of 13.3%.

Continued monitoring of attendance by student group, grade level, and grading period will support the early identification of students experiencing barriers to consistent school attendance.

Student Mobility and Dropout Rates

Student mobility continues to influence enrollment stability and instructional continuity. TEA reported a 10.0% student mobility rate

and a 10.9% student attrition rate for 2024–2025, both below district and state comparison rates.

The annual dropout rate for grades 7–8 decreased from 0.3% in 2022–2023 to 0.2% in 2023–2024. The 2023–2024 campus dropout rate matched the district rate and remained below the state rate of 0.7%.

Although the annual dropout rate is relatively low, continued attention to attendance, student transitions, academic progress, and family engagement remains important for maintaining student enrollment and successful transitions to high school.

Students Experiencing Homelessness

The 2025–2026 TEA Student Information Report identifies zero students experiencing homelessness, representing 0.0% of reported campus enrollment. This is below the district rate of 1.1%.

Although no students were identified in this reporting period, the campus should continue to coordinate with district student support personnel to identify students who may experience housing instability during the school year and ensure access to appropriate services.

Strengths

- **Stable Student Enrollment:** De Zavala demonstrates relatively strong student stability, with a mobility rate of 10.0% and an attrition rate of 10.9%, both below district and state rates. This stability supports continuity of instruction and sustained student support systems.
- **Strong Student Attendance:** The campus attendance rate of 95.1% exceeds both district and state rates, while chronic absenteeism of 13.3% remains below district and state levels.
- **Strong Gifted and Talented Representation:** Gifted and Talented students represent 28.8% of campus enrollment, compared with 16.0% districtwide and 9.0% statewide, demonstrating strong identification and access to advanced learning opportunities.
- **Access to Advanced Academic Pathways:** De Zavala provides strong access to Algebra I before high school. Among eighth-grade students who previously achieved Meets Grade Level or above on Grade 5 mathematics, 85% participated in Algebra I by the end of grade 8, exceeding district and state participation rates.
- **Linguistically and Culturally Diverse Student Population:** De Zavala serves a predominantly Hispanic student population (83.1%), with 50.2% of students identified as Emergent Bilingual/English Learners. This diversity represents an important campus asset and creates opportunities to build on students' linguistic, cultural, and experiential strengths within instruction.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Emergent Bilingual students represent 50.2% of De Zavala's enrollment and continue to demonstrate achievement gaps compared with the campus overall. In 2026, current EB students achieved 31% at Meets Grade Level or above and 11% at Masters across all STAAR subjects, compared with 49% and 26% respectively for all students.	Core content instruction does not consistently incorporate differentiated language supports, academic vocabulary development, structured student discourse, and scaffolds aligned to students' English proficiency levels, limiting EB students' access to rigorous grade-level content
2	Students receiving Special Education services represent 17.8% of campus enrollment, compared with 13.5% districtwide. In 2026, current Special Education students achieved 23% at Meets Grade Level or above and 8% at Masters across all STAAR subjects, compared with 49% and 26% for all students.	Instructional supports, accommodations, and differentiation are not consistently aligned to students' individual learning profiles during grade-level Tier 1 instruction, limiting consistent access to rigorous content and opportunities to demonstrate mastery.
3 ★	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps
4 ★	During the 2024-2025 school year, students receiving Special Education services had a chronic absenteeism rate of 22.2%, compared to the overall campus rate of 13.3%, representing an 8.9 percentage-point gap. This attendance disparity indicates a need to improve consistent access to instruction for students receiving Special Education services.	The campus has not consistently implemented a coordinated, proactive attendance monitoring and intervention process that addresses the individualized attendance barriers of students receiving Special Education services.

★ = Priority

Student Learning

Summary

Student Learning Summary – Academic Growth, Intervention, and Progress Monitoring

Historical MAP Reading and Mathematics Growth

De Zavala Middle School uses NWEA MAP Growth assessments to monitor student progress in Reading and Mathematics throughout the school year. Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) assessments provide information about student achievement, projected growth, and instructional needs.

During the 2025–2026 school year, the campus established a goal of increasing the percentage of students meeting or exceeding projected MAP Reading growth from 42% to 52% and MAP Mathematics growth from 39% to 50%. Both objectives were marked as met in the campus improvement plan's summative evaluation.

[Insert verified 2025–2026 EOY MAP Reading and Mathematics percentages.]

To determine whether academic growth is equitable across student populations, the campus will examine historical MAP results by grade level and student group, including Special Education, Emergent Bilingual, economically disadvantaged, at-risk, and Gifted and Talented students. Comparing BOY-to-EOY growth across multiple years will help identify students demonstrating expected growth and student populations requiring additional instructional support.

Response to Intervention (RTI) and Academic Interventions

De Zavala provides targeted academic intervention through its WIN (What I Need) intervention period and instructional support systems. The 2025–2026 CIP identifies the use of MAP data,

Strengths

- **Strong overall academic performance and progress:** The campus earned an **A overall rating (91)**, with an **A in School Progress (90)** and an **A in Closing the Gaps (92)**, indicating that students are making meaningful progress and that the campus is successfully supporting multiple accountability groups.
- **Year-over-year STAAR improvement across multiple tested areas:** Meets Grade Level performance increased in **Grade 6 RLA from 43% to 51%, Grade 6 Mathematics from 30% to 45%, Grade 7 RLA from 41% to 53%, Grade 8 RLA from 32% to 42%, Grade 8 Mathematics from 44% to 51%, and Grade 8 Science from 39% to 51%**.
- **Academic growth is a significant strength:** The campus earned an **Academic Growth score of 72**, with **952 of 1,486 RLA and mathematics assessments earning a full growth point**. This indicates that a substantial proportion of students maintained or improved their achievement level from the prior year.
- **Strong performance in advanced mathematics: 38% of Grade 8 students completed Algebra I by the end of Grade 8**, compared with 32% in the district. Among students who had previously achieved Meets or above on Grade 5 Mathematics, **85% participated in Algebra I**, and participation reached **96% for students who had previously achieved Masters**.
- **High levels of Algebra I mastery: 87% of Algebra I students achieved Masters Grade Level**, substantially exceeding the comparison-group threshold of 70%.
- **Several achievement indicators compare favorably with similar campuses:** De Zavala placed in the **top quartile of its campus comparison group** for Grade 6 Reading, Grade 6 Mathematics, Grade 7 Reading, Grade 8 Mathematics, Grade 8 Science, Grade 8 Social Studies, Algebra I participation and performance, overall Meets Grade Level performance, and students meeting standard in both reading and mathematics.
- **English language progress contributed positively to accountability:** The campus earned **100% of available points for English Language Proficiency Status** within Closing the Gaps, indicating a strength in progress for evaluated Emergent Bilingual students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Grade 7 mathematics achievement remains significantly below desired levels, with only 11% of students performing at Meets Grade Level or above and 0% performing at Masters Grade Level on the 2026 STAAR assessment.	Instructional planning and delivery in mathematics do not yet consistently ensure that students engage in rigorous, TEKS-aligned tasks, address identified misconceptions, and receive timely reteach or extension based on formative assessment data.
2	Students receiving Special Education services continue to demonstrate substantial achievement gaps. Across all 2026 STAAR subjects, only 23% of current Special Education students achieved Meets Grade Level or above and 8% achieved Masters, compared with 49% and 26%, respectively, for all students.	Specially designed instruction, differentiation, accommodations, and co-teaching practices are not implemented with consistent depth across core classrooms, limiting students' access to rigorous grade-level instruction matched to their individual learning needs.
3	Although Emergent Bilingual students demonstrated improvement in English language proficiency, academic achievement remains below the campus average. Current EB students achieved 31% Meets Grade Level or above across STAAR subjects compared with 49% for all students.	Core-content instruction does not consistently integrate explicit academic language development, structured speaking and writing opportunities, and scaffolds aligned to students' English proficiency levels while maintaining grade-level rigor.
4	Students receiving Special Education services demonstrate significant academic achievement gaps upon entering and progressing through middle school. In 2026, only 25% of sixth-grade Special Education students achieved Meets Grade Level on STAAR Reading, compared to 51% of all sixth-grade students. In Mathematics, 27% of sixth-grade Special Education students achieved Meets Grade Level, compared to	Campus instructional teams do not consistently use incoming student performance data, IEP-aligned instructional planning, and ongoing formative assessment results to identify prerequisite skill gaps and adjust grade-level instruction and targeted interventions for students receiving Special Education services.

★ = Priority

School Processes & Programs

Summary

De Zavala Middle School has established instructional, professional learning, leadership, technology, student support, and extracurricular systems designed to support student achievement and engagement. **Curriculum and instruction are aligned to Irving ISD's scope and sequence and adopted instructional materials**, providing standards-based and vertically aligned instruction across core content areas. Weekly PLCs and data meetings provide structured time for collaborative planning, review of student performance, lesson internalization, and instructional adjustment. The campus has also emphasized small-group instruction, common formative assessment data, MAP data, TEKS internalization, identification of misconceptions, and targeted intervention.

Professional learning and instructional coaching are established campus processes. Teachers participate in district- and campus-based professional development related to curriculum implementation, formative assessment, classroom management, STAAR readiness, and instructional practices. The campus utilizes administrators, an Academic Specialist, a Student Success Coach, instructional coaches, and teacher leaders to provide modeling, feedback, and coaching cycles. The staff survey identifies Professional Learning as a campus strength, with **71% favorable responses and performance around the 90th percentile nationally**; however, staff reported that content-specific relevance of professional development was lower at 48%, indicating a need to more closely differentiate learning by teacher and content-area needs.

Leadership and decision-making are distributed across administrators, instructional specialists, teacher leaders, PLCs, and campus committees. Data meetings and collaborative planning structures provide opportunities for teachers and leaders to identify student needs and instructional priorities. Staff perceptions of leadership are generally positive, with Staff-Leadership Relationships around the 80th percentile nationally. At the same time, teacher input in school decision-making was 52% favorable, and responsiveness to teacher feedback declined to 61%, suggesting an opportunity to strengthen two-way feedback and shared decision-making.

Communication systems are in place for both staff and families. Internally, the campus uses a weekly digital staff newsletter to communicate information and recognize staff contributions. Family communication is supported through the Title I Parent Liaison, campus events, family engagement activities, and opportunities such as Coffee with the Principal. The campus also connects students and families with community resources through Project PASS. Family survey results show that **school-family communication is a strength at 85% favorable**, although family engagement remains an area for growth at 13% favorable.

Technology access is a strength. De Zavala operates as a **1:1 technology campus**, providing students access to Chromebooks and instructional platforms including Google Classroom, Nearpod, and Eduphoria. Technology is routinely used for instruction and student engagement. An opportunity remains to move beyond primarily delivering content through technology toward greater use of digital tools for formative assessment, differentiation, collaboration, academic language development, and student creation.

Student support and intervention systems provide additional academic and behavioral assistance. The campus uses assessment data to identify students needing targeted intervention and provides differentiated supports through instructional staff, Special Education services, EB services, counselors, intervention personnel, and other campus support positions. Current campus processes also emphasize the use of MAP learning data to identify intervention and enrichment needs. However, consistency in implementation and monitoring of schoolwide behavior and student-support processes remains an identified area for improvement.

Extracurricular and cocurricular opportunities are broad and support student connectedness. Students have access to athletics, fine arts, clubs, and leadership organizations. The existing CIP identifies particularly strong participation in areas such as band, soccer, and cheer and recognizes extracurricular programming as a campus strength. Continued review of participation across student groups would help determine whether EB, Special Education, economically disadvantaged, and other student groups have equitable access to enrichment opportunities.

Strengths

- **Curriculum Alignment and Access** – Teachers follow the district scope and sequence and use adopted instructional materials, supporting standards-based instruction and vertical alignment across grade levels and content areas.

- **Structured PLCs and Data Meetings** – Weekly PLCs and data-review meetings provide teachers with consistent opportunities to collaborate, plan instruction, analyze student performance, and monitor progress.
- **Strong Technology Access and Integration** – De Zavala maintains **1:1 student device access**, with platforms such as Google Classroom, Nearpod, and Eduphoria used to support instruction and student engagement.
- **Supportive Leadership Structure** – Leadership responsibilities are distributed among administrators, instructional specialists/coaches, department and team leaders, creating multiple layers of instructional support and shared accountability.
- **Commitment to Professional Learning and Coaching** – Teachers participate in ongoing campus and district professional development, and the campus provides instructional coaching, modeling, classroom observations, and feedback to strengthen teacher practice. The campus also uses an Academic Specialist and Student Success Coach to provide targeted support.
- **Comprehensive Extracurricular Opportunities** – Students have access to athletics, fine arts, clubs, and leadership organizations. Participation is especially strong in activities such as band, soccer, and cheer, supporting student engagement and school connectedness.
- **Established Intervention and Progress-Monitoring Systems** – The campus uses MAP, common formative assessments, data analysis, small-group instruction, and WIN/intervention time to identify student needs and provide targeted academic support.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction
2 ★	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.
3	Professional development is provided regularly but is not consistently differentiated by teacher need, experience level, or content area.	Teacher needs assessments, classroom evidence, and student performance data are not consistently used to design professional learning, resulting in some generalized PD that may not address specific instructional needs.

★ = Priority

Perceptions

Summary

Perceptions Summary

De Zavala Middle School is committed to establishing a positive, inclusive, and supportive learning environment through meaningful relationships among students, families, staff, and community stakeholders. The campus emphasizes communication, collaboration, student well-being, and shared responsibility for academic achievement. Campus leadership uses stakeholder feedback, student attendance, staff engagement, and school climate information to identify strengths and opportunities for continuous improvement.

Historical Student Attendance Trends by Demographics

Student attendance continues to be an important indicator of school engagement, student well-being, and access to instruction. According to the Texas Education Agency's 2024–2025 Attendance, Graduation, and Dropout Rates report, De Zavala maintained an overall attendance rate of 95.1% during both the 2023–2024 and 2024–2025 school years. The campus exceeded the district attendance rate of 94.8% and the state rate of 93.9% in 2024–2025.

Historical attendance rates by student group demonstrate generally consistent attendance, with some variation among populations.

Student Group	2023–2024	2024–2025

Strengths

- Strong school-family communication and high levels of reported family respect.
- Positive staff-leadership relationships and strong professional learning systems.
- School safety is viewed positively by students.
- Established Title I Parent Liaison and community support partnerships.
- Multiple opportunities for stakeholder input through surveys, meetings, committees, and family events.
- Established mentoring and staff-recognition systems that support retention and morale.
- Existing community and family programs such as Project PASS, Coffee with the Principal, All-Pro Dads, and Hawk to Hawk Mentoring.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Family engagement remains low despite strong school-family communication. Only 13% of families reported favorable engagement, placing the campus around the 20th percentile nationally, while school-family communication was 85% favorable.	Campus communication practices are effective at sharing information but do not consistently provide accessible, meaningful opportunities for families to participate in decision-making, school activities, and partnerships connected to student learning.
2	Students report limited connection to and engagement with classroom learning. Valuing of School was 49% favorable, only 35% of students reported finding classroom content interesting, and 22% reported using school learning in their daily lives.	Instruction does not consistently provide relevant, rigorous, student-centered learning experiences that connect academic content to students' interests, experiences, future goals, and real-world applications.
3	Staff perceptions indicate that opportunities for meaningful input into campus decisions remain limited, with only 52% favorable responses regarding teacher input in decision-making and responsiveness to teacher feedback declining to 61%	Although the campus has established communication and leadership structures, processes for gathering staff input, communicating how feedback influences decisions, and following up on staff concerns are not consistently embedded in campus decision-making.
4	Family engagement remains an area of concern at De Zavala Middle School. According to the family survey, only 13% of responses were favorable in the Family Engagement category, placing the campus near the 20th percentile nationally. Despite 85% favorable responses in school-family communication, families report limited participation in campus activities, parent organizations, and opportunities for	The campus has not consistently provided accessible, culturally responsive, and meaningful opportunities for families to actively participate in their child's education and campus decision-making beyond receiving school communications.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps
2 ★	Grade 7 mathematics achievement remains significantly below desired levels, with only 11% of students performing at Meets Grade Level or above and 0% performing at Masters Grade Level on the 2026 STAAR assessment.	Instructional planning and delivery in mathematics do not yet consistently ensure that students engage in rigorous, TEKS-aligned tasks, address identified misconceptions, and receive timely reteach or extension based on formative assessment data.
3 ★	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction
4 ★	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.
5 ★	During the 2024-2025 school year, students receiving Special Education services had a chronic absenteeism rate of 22.2%, compared to the overall campus rate of 13.3%, representing an 8.9 percentage-point gap. This attendance disparity indicates a need to improve consistent access to instruction for students receiving Special Education services.	The campus has not consistently implemented a coordinated, proactive attendance monitoring and intervention process that addresses the individualized attendance barriers of students receiving Special Education services.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**

- ☑ **Processes and procedures for teaching and learning, including program implementation**
- ☑ **Communications data**

Goals

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

Performance Objective 1

By May 2027, the percentage of De Zavala Middle School students in Grades 6-8 who meet or exceed their individual projected growth in NWEA MAP Growth Reading will increase from 60% to 65%, as measured from the 2026-27 BOY to EOY MAP Growth administrations.

Evaluation Data Source: NWEA MAP Growth Reading BOY, MOY, and EOY Student Growth Summary Reports; grade-level growth reports; and disaggregated student-group growth data.

Strategy 1

Strengthen Tier 1 reading instruction through consistent TEKS-aligned lesson internalization which includes high-yield literacy and instructional strategies, and data-driven differentiation. RLA teachers will use MAP Growth, common formative assessments, and student work to identify learning needs, provide targeted small-group instruction and reteach, and adjust instruction based on student progress.

Strategy's Expected Result/Impact: Students will demonstrate increased comprehension of grade-level texts, improved mastery of reading standards, and stronger individual academic growth. As a result of consistent, data-responsive Tier 1 instruction and targeted support, the percentage of students meeting or exceeding their projected NWEA MAP Growth Reading target will increase from approximately 60% to 65% by May 2027.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 3

Funding Sources: Supplemental reading intervention supplies and materials for at-risk students 199 - General Funds: SCE, $4,400

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Strengthen responsive instruction by using frequent, standards-aligned checks for understanding during reading lessons to make real-time instructional decisions. Teachers will analyze student responses during instruction and immediately adjust pacing, questioning, modeling, grouping, scaffolds, reteach, or extension based on demonstrated student understanding.

Strategy's Expected Result/Impact: Students will receive timely, targeted instructional support based on their demonstrated needs, reducing misconceptions before they become learning gaps and increasing mastery of grade-level reading standards.

Staff Responsible for Monitoring: Department Chair

Problem Statements: Demographics 3 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction
2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

Performance Objective 2

By May 2027, the percentage of De Zavala Middle School students in Grades 6-8 who meet or exceed their individual projected growth in NWEA MAP Growth Mathematics will increase from 49% to 55%, as measured from the 2026-27 BOY to EOY MAP Growth administrations.

Evaluation Data Source: NWEA MAP Growth Mathematics BOY, MOY, and EOY Student Growth Summary Reports; grade-level growth reports; student growth projection reports; and disaggregated student-group growth data.

Strategy 1

Implement frequent, standards-aligned checks for understanding during mathematics instruction and use student responses to make real-time decisions regarding modeling, pacing, scaffolding, grouping, reteach, and extension.

Strategy's Expected Result/Impact: Students will demonstrate stronger conceptual understanding and mastery of grade-level mathematics standards, resulting in an increase in students meeting or exceeding projected MAP Mathematics growth

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 3 - Student Learning 1

Funding Sources: Instructional intervention materials for math and resources for WIN mathematics groups 199 - General Funds: SCE, $400

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Strengthen mathematics instruction through real-time coaching and feedback during classroom instruction. Campus administrators and instructional leaders will provide brief, actionable coaching to teachers based on observed student responses, checks for understanding, questioning, pacing, and evidence of misconceptions so teachers can adjust instruction during or immediately following the lesson.

Strategy's Expected Result/Impact: Teachers will make faster, more precise instructional adjustments based on student evidence, resulting in stronger implementation of grade-level mathematics instruction, quicker correction of misconceptions, and improved student mastery and growth.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Funding Sources: 199 - General Funds,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade 7 mathematics achievement remains significantly below desired levels, with only 11% of students performing at Meets Grade Level or above and 0% performing at Masters Grade Level on the 2026 STAAR assessment.	Instructional planning and delivery in mathematics do not yet consistently ensure that students engage in rigorous, TEKS-aligned tasks, address identified misconceptions, and receive timely reteach or extension based on formative assessment data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction

2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

Performance Objective 3

By May 2027, maintain the percentage of students achieving Meets Grade Level or above on the English I End-of-Course assessment at no less than 100%, while increasing the percentage achieving Masters Grade Level from 47% to 65%.

Evaluation Data Source: English I EOC results; STAAR RLA results; district combined RLA/English I performance report; common assessments.

Strategy 1

English I teachers will implement rigorous, TEKS-aligned instruction emphasizing complex text analysis, literary interpretation, argumentative writing, and evidence-based constructed responses. Students will regularly analyze exemplars, apply success criteria, and revise written responses based on feedback to increase Masters Grade Level performance.

Strategy's Expected Result/Impact: Students will demonstrate improved ability to analyze complex texts, construct evidence-based responses, and communicate ideas through rigorous writing. English I EOC performance will maintain 100% of students achieving Meets Grade Level or above, while increasing Masters Grade Level performance from 47% to 60% by spring 2027.

Staff Responsible for Monitoring: Department Chairs

Problem Statements: Demographics 3 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction

Performance Objective 4

By May 2027, 58% of students in grades 6-8 will meet or exceed projected growth on NWEA MAP Mathematics. Additionally, at least 55% of students in the lowest-performing reportable student group (Hispanic) will meet or exceed projected Mathematics growth

Evaluation Data Source: NWEA MAP

Strategy 1

The campus will strengthen WIN mathematics interventions by providing targeted small-group instruction focused on prerequisite skills and essential grade-level standards. Students not meeting projected growth, including those in the lowest-performing identified student group, will receive additional instructional support. Progress will be monitored through skill-based assessments, intervention records, and MAP growth checkpoints.

Strategy's Expected Result/Impact: Students receiving targeted mathematics intervention will demonstrate measurable improvement in identified prerequisite skills and grade-level standards, as evidenced by progress-monitoring assessments. By May 2027, at least 48% of students in the lowest-performing reportable MAP Mathematics student group will meet or exceed projected growth.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade 7 mathematics achievement remains significantly below desired levels, with only 11% of students performing at Meets Grade Level or above and 0% performing at Masters Grade Level on the 2026 STAAR assessment.	Instructional planning and delivery in mathematics do not yet consistently ensure that students engage in rigorous, TEKS-aligned tasks, address identified misconceptions, and receive timely reteach or extension based on formative assessment data.

Performance Objective 5

By spring 2027, increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics from 49% to 57%.

Evaluation Data Source: STAR

Strategy 1

Mathematics teachers and intervention staff will use STAAR, MAP, and common formative assessment results to identify students performing below grade level, with particular attention to Grade 7 Mathematics and students receiving Special Education services. Teachers will provide targeted small-group instruction, monitor individual progress, and adjust interventions based on evidence of student mastery.

Strategy's Expected Result/Impact: Students performing below grade level, particularly students receiving Special Education services and students in Grade 7 Mathematics, will demonstrate increased mastery of priority mathematics standards through targeted intervention. Progress will be evidenced by improved formative assessment results and increased Meets Grade Level performance on the 2027 STAAR Mathematics assessment.

Staff Responsible for Monitoring: SPED department lead

Problem Statements: Demographics 4 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	During the 2024-2025 school year, students receiving Special Education services had a chronic absenteeism rate of 22.2%, compared to the overall campus rate of 13.3%, representing an 8.9 percentage-point gap. This attendance disparity indicates a need to improve consistent access to instruction for students receiving Special Education services.	The campus has not consistently implemented a coordinated, proactive attendance monitoring and intervention process that addresses the individualized attendance barriers of students receiving Special Education services.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction

Performance Objective 6

By spring 2027, maintain 100% Meets Grade Level or above on Algebra I EOC while increasing Masters Grade Level from 87% to 90%. Increase the combined STAAR Mathematics/Algebra I Meets Grade Level measure to 60%

Evaluation Data Source: STAAR

Strategy 1

Mathematics teachers will collaborate across grades 6-8 and Algebra I to align prerequisite skills, instructional expectations, and assessment practices. Teams will use MAP, STAAR, common assessment data, and student work to identify students ready for advanced coursework and provide appropriate acceleration and support while maintaining equitable access to advanced mathematics pathways.

Strategy's Expected Result/Impact: Students will demonstrate improved readiness for advanced mathematics coursework through stronger mastery of prerequisite concepts and grade-level standards. The district-defined combined STAAR Mathematics/Algebra I Meets Grade Level performance measure will increase to the proposed target of 60% by spring 2027.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade 7 mathematics achievement remains significantly below desired levels, with only 11% of students performing at Meets Grade Level or above and 0% performing at Masters Grade Level on the 2026 STAAR assessment.	Instructional planning and delivery in mathematics do not yet consistently ensure that students engage in rigorous, TEKS-aligned tasks, address identified misconceptions, and receive timely reteach or extension based on formative assessment data.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction
2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

Performance Objective 7

By spring 2027, increase the percentage of students achieving Meets Grade Level or above on STAAR Science from 57% to 65%.

Evaluation Data Source: STAAR

Strategy 1

Science PLCs will analyze common formative assessments, district assessment results, and student work to identify misconceptions and priority standards requiring additional instruction.

Teachers will implement targeted reteaching, small-group instruction, and reassessment to improve students' understanding and application of scientific concepts.

Strategy's Expected Result/Impact: Students who initially demonstrate gaps in science understanding will improve mastery of identified priority TEKS following targeted reteaching. Increased proficiency will be evidenced by improved reassessment results, common formative assessments, and progress toward the campus goal of 65% Meets Grade Level or above on STAAR Science.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

Performance Objective 8

STAAR Social Studies: By spring 2027, increase the percentage of students achieving Meets Grade Level or above on STAAR Social Studies from 32% to 42%

Evaluation Data Source: STAAR

Strategy 1

Social Studies PLCs will use common formative assessments, district assessments, STAAR results, and student work to identify gaps in historical knowledge, source analysis, and academic vocabulary. Teachers will provide targeted reteaching and differentiated instruction, prioritizing students not demonstrating grade-level mastery. Student progress will be evaluated through reassessment and common assessment results.

Strategy's Expected Result/Impact: Students performing below grade level will demonstrate increased mastery of historical concepts, source interpretation, and priority Social Studies TEKS through differentiated instruction and targeted reteaching. Progress will be measured through common formative assessments, reassessments, and improved performance on the 2027 STAAR Social Studies assessment.

Staff Responsible for Monitoring: Department Chair

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

Performance Objective 9

TELPAS Composite Growth: By spring 2027, at least 60% of eligible Emergent Bilingual students will demonstrate growth on the district-defined TELPAS composite growth measure.

Evaluation Data Source: STAAR

Strategy 1 ☑ Results Driven Accountability

Teachers and Emergent Bilingual support personnel will use TELPAS proficiency data, classroom language assessments, and student work to identify students demonstrating limited English language growth. Instructional teams will implement targeted language development supports in listening, speaking, reading, and writing and monitor progress to adjust instruction according to individual language needs.

Strategy's Expected Result/Impact: Emergent Bilingual students demonstrating limited language growth will improve their English language proficiency through targeted instructional support and differentiated language development activities. Progress will be evidenced through classroom language assessments, student work samples, and increased TELPAS composite growth, supporting the proposed campus target of 60% by spring 2027.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

By May 2027, De Zavala Middle School will establish and consistently implement a campus-wide system for strategically using designated learning spaces for intervention, targeted small-group instruction, and extension/enrichment, with scheduled use documented and monitored during each intervention cycle.

Evaluation Data Source: Master intervention/enrichment schedules, designated-space schedules, student rosters, walkthrough data, PLC/intervention planning documents, and student progress-monitoring data.

Strategy 1

Establish and consistently implement a campus-wide system for strategically using designated learning spaces for intervention, targeted small-group instruction, and extension/enrichment based on current student data and demonstrated need.

Strategy's Expected Result/Impact: Students will receive differentiated academic support and enrichment in intentionally selected learning environments, resulting in improved access to targeted instruction, stronger intervention implementation, and increased opportunities for extension.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1

Title I:

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction

Performance Objective 2

By May 2027, 100% of classroom teachers will receive a minimum of one coaching observation every two weeks focused on the learning environment, instructional delivery, and monitoring and responding to student learning, with actionable feedback and follow-up documented after each observation.

Evaluation Data Source: Coaching observation logs, walkthrough data, feedback documentation, lesson planning/internalization artifacts, student work, and formative assessment evidence

Strategy 1

Conduct monthly Instructional Leadership Team calibration sessions using common walkthrough criteria focused on the learning environment, instructional delivery, and monitoring and responding to student learning to ensure consistency in observation, feedback, and coaching expectations.

Strategy's Expected Result/Impact: Instructional leaders will develop greater consistency in identifying effective instructional practices and providing specific, actionable feedback. Increased calibration will strengthen the quality and consistency of teacher coaching across classrooms, resulting in improved instructional practices and more responsive learning experiences for students.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1, 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instructional practices across grade levels are inconsistent, particularly in the areas of rigor, differentiation, and implementation of district curriculum.	PLC and coaching processes do not consistently focus on rigorous instructional practices, academic language development, differentiation, and real-time use of student data to adjust instruction
2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

Performance Objective 3

By May 2027, De Zavala Middle School will decrease the campus chronic absenteeism rate from 13.3% to 10% and reduce chronic absenteeism among students receiving Special Education services from 22.2% to 15%, as measured by campus attendance records and the district's chronic absenteeism reports.

Evaluation Data Source: District attendance reports, chronic absenteeism data by student group, attendance intervention records, and parent contact documentation.

Strategy 1

Campus counselors, attendance personnel, Special Education staff, and the Parent Liaison will collaborate with families to identify barriers to regular school attendance and connect students with appropriate campus and district support services. The team will monitor student attendance following interventions and adjust support plans based on individual attendance trends.

Strategy's Expected Result/Impact: Students receiving targeted attendance support will demonstrate improved attendance consistency and a reduction in missed instructional days. The campus will reduce the chronic absenteeism gap between Special Education students and the overall student population by spring 2027.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: Demographics 3, 4

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

4	During the 2024-2025 school year, students receiving Special Education services had a chronic absenteeism rate of 22.2%, compared to the overall campus rate of 13.3%, representing an 8.9 percentage-point gap. This attendance disparity indicates a need to improve consistent access to instruction for students receiving Special Education services.	The campus has not consistently implemented a coordinated, proactive attendance monitoring and intervention process that addresses the individualized attendance barriers of students receiving Special Education services.

Performance Objective 4

By May 2027, De Zavala Middle School will reduce the total number of ISS and OSS incidents by at least 15% from the verified 2025-2026 baseline and decrease discretionary discipline referrals among the student group experiencing the greatest discipline disproportionality by at least 20%, as measured by campus discipline reports disaggregated by student group.

Evaluation Data Source: Campus discipline reports, ISS and OSS records, discretionary referral data, student-group discipline reports, and behavior intervention documentation.

Strategy 1

Campus administrators and teachers will strengthen the consistent implementation of schoolwide behavior expectations, classroom management practices, and progressive responses to student misconduct. Staff will use explicit instruction, positive behavior reinforcement, restorative conversations when appropriate, and consistent application of the student code of conduct to reduce preventable disciplinary incidents. Campus leadership will monitor implementation through discipline data reviews, classroom walkthroughs, and staff feedback.

Strategy's Expected Result/Impact: Students will demonstrate improved adherence to campus behavior expectations, resulting in fewer discretionary discipline referrals and reduced ISS/OSS incidents. By May 2027, the campus will decrease ISS/OSS incidents by at least 15% compared with the verified 2025-2026 baseline.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Economically disadvantaged students comprise 85.5% of the campus population and demonstrate an achievement gap compared with non-economically disadvantaged students. Across all 2026 STAAR subjects, 47% of economically disadvantaged students achieved Meets Grade Level or above compared with 68% of non-economically disadvantaged students; Masters performance was 24% compared with 42%.	Campus instructional and PLC systems do not consistently use real-time student data to differentiate Tier 1 instruction and provide timely, targeted intervention for students demonstrating academic need, resulting in uneven opportunities to close existing achievement gaps

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

The campus will provide at least 1 parent involvement activity each month.

Evaluation Data Source: BOY/MOY/EOY family survey data, family engagement event participation records, sign-in sheets, parent feedback surveys, and stakeholder participation records.

Strategy 1

"Coffee with the Principal" series to foster open communication between families and campus leadership, build relationships, and gather feedback on school initiatives. Coffee with he principal will occur twice a year.

Strategy's Expected Result/Impact: Increased parent trust, transparency, and collaboration, contributing to higher attendance at campus events and more proactive family-school communication.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

Title I:

Formative Reviews

November	February	April	June

Strategy 2

Create a Volunteer Engagement Program that connects parents and community members to campus events and student activities through structured roles in Fine Arts productions, PTO initiatives, and athletic programs.

Strategy's Expected Result/Impact: Broadened family participation, increased sense of school pride, and more consistent adult presence at student events.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: School Processes & Programs 2

Funding Sources: Salary of Parent Liaison 211 - Title I-A, $28,000

Title I:

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Campus instructional leadership systems do not consistently result in observable improvements in classroom instruction.	Although walkthroughs, coaching, and leadership structures are in place, systematic follow-up, calibration, and monitoring are not consistently used to ensure feedback results in changes in teacher practice.

State Compensatory Education

State Compensatory

Budget for De Zavala Middle School

Total SCE Funds: $18,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

De Zavala Middle School will allocate $18,000 in State Compensatory Education funds to provide supplemental academic support and targeted interventions for students identified as at risk of academic failure or dropping out of school. Of the total allocation, $8,400 will support Goal 1, Performance Objective 1, Strategy 2, through supplemental reading intervention materials and instructional resources designed to address identified literacy gaps. An additional $8,600 will support Goal 1, Performance Objective 4, Strategy 2, through supplemental mathematics intervention materials and resources used during targeted WIN intervention groups. The remaining $1,000 will support Goal 1, Performance Objective 5, Strategy 1, through professional development focused on strengthening data-driven instruction, Response to Intervention practices, and instructional support for students experiencing academic difficulties. Campus administrators and instructional specialists will monitor implementation through intervention records, student participation, instructional planning artifacts, and documentation of professional development. Effectiveness will be evaluated through intervention progress-monitoring assessments, common formative assessments, NWEA MAP Growth, and STAAR performance, with particular attention to students identified as at risk.These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Additionally, we allocate $1,000 of our SCE funds towards staff development, RTI @ Work, and Behavior Solutions by Solution Tree. This investment is essential for enhancing the capacity of our educators to deliver effective Tier II interventions. These professional development opportunities empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of at-risk students. By ensuring our teaching staff is well-prepared, we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. The materials and staff development initiatives funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at De Zavala Middle School.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

De Zavala Middle School conducted its Comprehensive Needs Assessment (CNA) through an ongoing collaborative process during the 2025–2026 school year, with additional review during campus improvement planning. Campus leadership gathered input from teachers, staff, parents, and other stakeholders through committee meetings, surveys, and collaborative discussions. Stakeholders were selected to represent different perspectives within the school community.

The CNA process included reviewing student achievement, demographics, attendance, discipline, school processes and programs, and stakeholder perceptions. Data sources included STAAR, MAP Growth, TELPAS, campus attendance and discipline reports, and staff and family surveys. Data was selected based on its relevance to campus performance, student needs, and district improvement priorities.

Campus leadership and stakeholders used the information to identify strengths, performance gaps, and priority areas for improvement. Findings were used to guide the development of campus goals, strategies, and performance objectives. The CNA will continue to be reviewed and updated throughout the school year as additional data becomes available.

1.2 Location for Evidence of Multiple Meetings Held

De Zavala Middle School provided multiple opportunities throughout the school year for stakeholders to participate in the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) development process. Stakeholders, including teachers, staff, parents, and community representatives, were invited to provide input through campus committee meetings, surveys, and collaborative discussions. These opportunities allowed participants to review campus data, identify areas of need, and provide feedback on school improvement priorities.

Documentation of stakeholder involvement, including meeting agendas, dates, meeting notes, minutes, sign-in sheets, and survey results, is maintained in campus planning records and/or shared district documentation folders. These records are available for review as evidence of stakeholder participation and collaboration in the CNA and CIP development process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

De Zavala Middle School developed its Schoolwide Plan/Campus Improvement Plan (CIP) through a collaborative process during the spring and summer of 2026, with continued review and updates throughout the 2026–2027 school year. Campus leadership and stakeholders reviewed student achievement data, attendance, discipline, demographic information, and stakeholder feedback to identify campus strengths, needs, and improvement priorities.

Multiple opportunities were provided for teachers, staff, parents, and community representatives to participate through committee meetings, surveys, and campus discussions. Stakeholder input was considered when developing campus goals, performance objectives, and strategies.

Evidence of the planning process, including meeting agendas, dates, minutes, sign-in sheets, and stakeholder feedback, is maintained in campus planning records and designated district shared folders. The CIP will be reviewed periodically

throughout the school year to monitor progress and make adjustments as needed.

2.2 Stakeholders 1114(b)(2)

De Zavala Middle School includes staff, families, and community members in the development of the Campus Improvement Plan through the Campus Improvement Committee (CIC), stakeholder surveys, campus meetings, and collaborative discussions. Stakeholders are invited to review campus data, identify areas of need, and provide feedback on campus goals, strategies, and improvement priorities. Input is gathered throughout the planning process and considered when making adjustments to the plan.

Documentation of stakeholder participation, including a list of committee members and their roles, meeting agendas, minutes, sign-in sheets with names and stakeholder roles, and survey feedback, is maintained in campus planning records and designated district shared folders. These records provide evidence of stakeholder involvement in the development and review of the Campus Improvement Plan.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

De Zavala Middle School makes its Campus Improvement Plan (CIP) available to the district, parents, staff, and community members through district and campus communication channels. The plan is accessible through the district's Plan4Learning system and may be shared through the campus website, parent meetings, and upon request. Information is presented in a clear, understandable format, with language assistance or translated information provided as needed to support families whose primary language is not English. Campus staff are available to answer questions, explain improvement goals, and assist stakeholders in accessing and understanding the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

De Zavala Middle School coordinates its Campus Improvement Plan (CIP) with applicable federal, state, and local programs to support the academic, social, emotional, and behavioral needs of students. Campus improvement efforts are aligned with Title I, State Compensatory Education (SCE), Special Education, Emergent Bilingual/ESL services, and district student support programs. The campus also utilizes resources such as Project PASS, counseling services, academic interventions, and family engagement opportunities to address barriers to student success.

Campus leadership collaborates with district departments, families, and community partners to connect students with appropriate resources, including academic support, nutrition assistance, basic needs, and other available services. These coordinated efforts help ensure that campus improvement strategies address identified student needs, promote equitable access to educational opportunities, and support the overall success and well-being of all students.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

De Zavala Middle School evaluates the effectiveness of its Campus Improvement Plan (CIP) and schoolwide programs through ongoing data analysis, progress monitoring, and stakeholder feedback. Campus leadership and instructional teams review student achievement, attendance, discipline, intervention results, and other relevant data throughout the school year to determine progress toward campus goals and performance objectives.

The evaluation process includes reviewing STAAR, MAP Growth, TELPAS, common formative assessments, and implementation evidence to identify successful strategies and areas needing improvement. Findings are used to make

instructional adjustments, refine interventions, and guide future campus improvement planning.

Documentation of program effectiveness, including assessment reports, progress-monitoring records, CIP formative and summative reviews, meeting agendas, minutes, and stakeholder feedback, is maintained in Plan4Learning and designated campus or district shared folders, as applicable.

Title I Personnel

Name	Position	Program	FTE
Ana Huerta	parent liason		
Christian Cranfill	Academic Specialist		
Melanie Albright	Student Success Coach		

Irving Independent School District

Houston Middle School

2026-2027 Campus Improvement Plan

1581

Generated by Plan4Learning.com
October 09, 2026 at 09:20 AM

Mission Statement

At Sam Houston Middle School we are committed to the success of all students by embracing, empowering and engaging students through collaborative learning experiences, positive relationships, and continuous growth.

Vision

All students will achieve their full potential at Sam Houston Middle School.

Value Statement

AVID Culture, College Readiness

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 14

Perceptions 18

Priority Problem Statements 21

Data Documentation for CNA 25

Improvement Planning Data 26

Accountability Data 26

Student Data: Assessments 26

Student Data: Student Groups 27

Student Data: Behavior and Other Indicators 27

Employee Data 27

Parent/Community Data 28

Support Systems and Other Data 28

Goals 29

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 30

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 56

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 60

State Compensatory Education 65

Budget for Houston Middle School 66

Title I Summary 67

Title I 68

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 68

1.1 Description of CNA Process 68

1.2 Location for Evidence of Multiple Meetings Held 68

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 68

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 68

2.2 Stakeholders 1114(b)(2) 68

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 68

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 69

Title I Personnel 69

Comprehensive Needs Assessment

Demographics

Summary

History: Sam Houston Middle School opened in **August 1976** as Sam Houston Junior High, the sixth junior high school in Irving ISD. The campus was recognized for its innovative architectural design and originally served more than 1,000 students. Over the years, Houston transitioned into a middle school serving grades 6–8 and has continued to evolve its academic programs to meet the changing needs of its students and community. Today, Sam Houston Middle School remains committed to academic growth, college and career readiness, and creating a supportive learning environment for all Texans. Sam Houston Middle School is nestled in Irving, Texas, serving a vibrant and diverse community. Our student population reflects a rich blend of cultural and ethnic backgrounds, fostering an environment where diversity is celebrated and inclusion is paramount.

Specialty Programs: VILS, Dance, Choir, PUB, Athletics, PE, Orchestra, Band, ESL, and Robotics.

Community Partners: Abbot Labs, Phoenix House,

As of September 1, 2026, Sam Houston Middle School serves 664 students, a decrease of 60 students from the 724 students enrolled in 2025–2026, representing an 8.3% decline.

Current Grade-Level Enrollment

- Grade 6: **203 students**
- Grade 7: **243 students**
- Grade 8: **218 students**

Our student population is composed of the following student groups:

Demographics: Number Percentage

- African American/Black: **191 students — 28.8%**
- American Indian/Alaska Native: **6 students — 0.9%**
- Asian: **33 students — 5.0%**
- Hispanic/Latino: **395 students — 59.5%**
- Native Hawaiian/Pacific Islander: **7 students — 1.1%**
- Two or More Races: **12 students — 1.8%**
- White: **20 students — 3.0%**
- Female: **312 students — 47.0%**
- Male: **352 students — 53.0%**

Other Campus Demographics:

Economically Disadvantaged 87.5%

EB- Emergent Bilingual 52%

Special Education = 14%

504 Students = 2.26%

Gifted/Talented = 13.15

At-Risk= 78.88%

STAAR Data Subpop

All Students	34%	25%
African American	37%	20%
Hispanic	27%	24%
White	52%	38%
Two or More Races	64%	18%
EB/EL (Current & Monitored)	25%	21%

Discipline Snapshot

A	B	C	D	E
Houston Middle School — 2025–2026 Discipline Snapshot				
Simple CIP view: student counts and percentages by discipline outcome				

Student Group	Students	ISS %	OSS %	Any Discipline %
Overall Campus	841	20.3%	8.3%	22.9%
Female	394	12.9%	6.1%	15.0%
Male	447	26.8%	10.3%	30.0%
Special Education	111	24.3%	13.5%	28.8%
Asian	51	5.9%	2.0%	5.9%
Black or African American	241	22.4%	10.8%	26.6%
Hispanic/Latino	489	21.5%	8.2%	23.7%
American Indian/Alaska Native	8	12.5%	12.5%	12.5%
Native Hawaiian/Pacific Islander	11	9.1%	0.0%	9.1%
Two or More Races	13	15.4%	15.4%	23.1%
White	28	17.9%	0.0%	17.9%

Tardy Data

Drop-out Data: 1.8%

District/Campus	Enrollment	Drop Outs	Drop Out Rate
(057912) - Irving ISD	569	10	1.8%
(057912046) - Houston Middle	569	10	1.8%

25-26 School Year Attendance Overall 95%

Attendance % By Subpop- See Cumulative Column

	PIA Reporting Period 1	PIA Reporting Period 2	PIA Reporting Period 3	PIA Reporting Period 4	PIA Reporting Period 5	PIA Reporting Period 6	PIA Cumulative
	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students	**96.3%**	**95.9%**	**95.6%**	**94.4%**	**94.6%**	**93.5%**	**95.0%**
Ethnicity							
Hispanic/Latino	96.2%	95.6%	95.4%	94.0%	94.5%	93.1%	94.8%
American Indian or Alaska Native	98.9%	100.0%	100.0%	98.5%	99.0%	97.8%	99.0%
Asian	98.5%	96.4%	97.3%	96.4%	97.0%	94.4%	96.6%
Black or African American	96.5%	96.3%	95.4%	94.8%	94.5%	93.8%	95.2%
Native Hawaiian or Other Pacific Islander	95.7%	95.9%	96.1%	92.5%	94.3%	96.0%	95.1%
White	95.0%	95.8%	95.9%	93.4%	92.7%	94.0%	94.5%
Two or More Races	90.4%	94.3%	94.2%	96.1%	94.2%	93.4%	93.8%

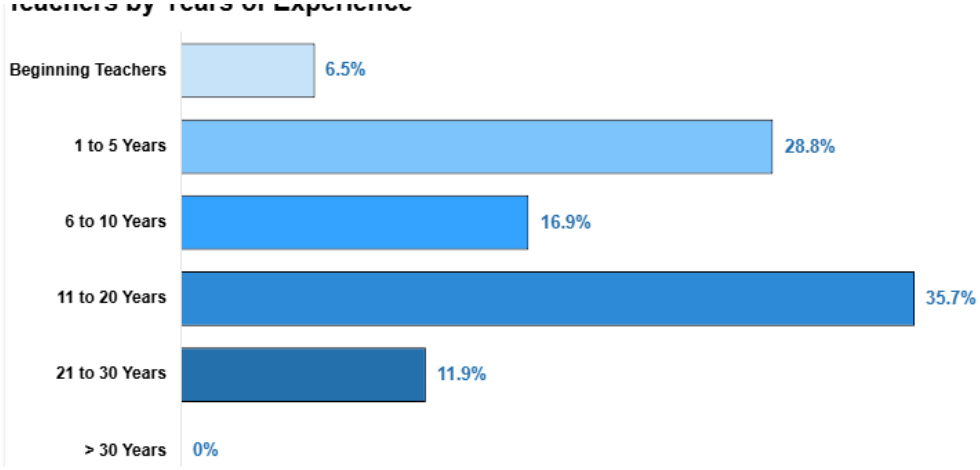
The overall Chronic Absenteeism Rate for 2025-2026 is 14.6%- See Graph Below

Chronic Absenteeism Rate During 2025-2027 for All ethnicities for All populations

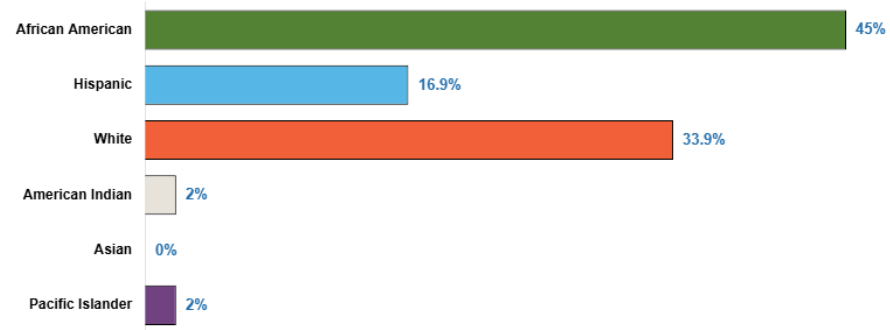
		2024-2025			2025-2026		
District/Campus		Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate	Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate
057912046	Houston Middle	842	119	14.1 %	817	119	14.6 %
	Middle School Summary	842	119	14.1 %	817	119	14.6 %

25-26 Mobility Rate 22% (187 Students)

Teachers by Years of Experience



Teachers by Race/Ethnicity



Strengths

Sam Houston Middle School's greatest demographic strength continues to be its diverse student population, which enriches the learning environment and prepares students to learn and thrive in a multicultural community. As of September 1, 2026, Sam Houston Middle School serves 664 students. The student population is approximately 59.5% Hispanic, 28.8% African American, 5.0% Asian, 3.0% White, 1.8% Two or More Races, 1.1% Native Hawaiian/Pacific Islander, and 0.9% American Indian/Alaska Native. This diversity provides the campus with an important opportunity to build meaningful relationships with students, families, community stakeholders, and partners in education.

In addition to our demographic strengths, we've seen significant progress in other key areas. Attendance has remained strong, holding steady at 95% with an increase of .5 from the previous year, reflecting our collective efforts to foster a supportive and engaging school environment.

Sam Houston Middle School entered the 2025–2026 school year with evidence of positive progress in student behavior and disciplinary outcomes. Prior-year data showed reductions in discipline referrals, In-School Suspension, and Out-of-School Suspension, including a 20% decrease in referrals, a 40% decrease in ISS days, and a 64% decrease in OSS days compared with the previous year. In 2024–2025, approximately 77.9% of students did not receive an ISS, OSS, DAEP, or JJAEP disciplinary action, providing a strong foundation for the campus to continue strengthening proactive behavior supports, positive relationships, and consistent expectations during 2025–2026.

These strengths demonstrate our commitment to fostering a well-rounded, supportive environment where students from all backgrounds can thrive both academically and socially.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.
2 ★	We have an over-representation of male students serving ISS, with 26.8% of male students serving ISS compared with 12.9% of female students in 2025-2026.	The absence of comprehensive training on differentiated behavior management strategies for male students has led to an over representation of male students in ISS.
3 ★	While Sam Houston Middle School had a 95.0% overall attendance rate in 2025-2026, White students had an attendance rate of 94.5%, which was below the campus average.	The campus needs to strengthen early attendance monitoring and follow-up for White students with repeated absences so barriers can be identified and addressed before attendance concerns become chronic.
4 ★	During the 2025-2026 school year, Hispanic students accounted for 63.2% of in-school and out-of-school suspensions and 63% of discretionary discipline referrals (228 of 361 referrals) at Houston Middle School.	Inconsistent implementation of campus Big Rocks classroom-management practices, including classroom routines, positive narration, proximity, and quiet redirection, may contribute to avoidable discretionary discipline referrals and suspensions involving Hispanic students.

★ = Priority

Student Learning

Summary

STAAR Data 25-26

STAAR Performance	Reading	Math	Science	Social Studies	
Approaches GL or Above	58%	49%	68%	48%	
Meets GL or Above	34%	25%	44%	25%	
Masters GL	13%	10%	22%	11%	
Component Score				35	

Component	Points Earned	Points Possible	Score
English Language Proficiency	3	4	75.0

EB/EL Current and Monitored students decreased in both Reading and Mathematics. Reading performance at Meets Grade Level or above declined from 27% in 2024-2025 to 25% in 2025-2026, while Mathematics declined from 23% to 21%.

African American students experienced larger declines in both tested areas. Reading decreased from 44% to 37%, a 7-percentage-point decline, and Mathematics decreased from 28% to 20%, an 8-percentage-point decline.

2026 Additional Targeted Support (ATSI): Asian, EB (Current & Monitored), and Continuously Enrolled

Sam Houston Middle School is identified for 2026 Additional Targeted Support (ATSI) for Asian, EB (Current & Monitored), and Continuously Enrolled students. The TEA cut point is 57. Closing the Gaps scaled scores were 44 for Asian students, 45 for EB (Current & Monitored) students, and 30 for Continuously Enrolled students, all below the state cut point.

Texas Education Agency
2026 Identification of Schools for Improvement
HOUSTON MIDDLE (057912046) - IRVING ISD - DALLAS COUNTY

- This campus is identified for additional targeted support.
- This is the first year this campus has been identified for additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	2	2	1	-	3	-	2	2	3	2	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	2	3	0	-	0	3	3	0	-	3
2025	3	0	0	0	0	-	1	3	0	3	0	0
2026	3	0	1	-	0	0	3	3	0	3	-	0
Academic Achievement Status: Mathematics												
2024	0	0	0	3	1	-	0	0	0	0	-	0
2025	2	1	1	0	0	-	1	1	0	1	0	1
2026	0	0	0	-	0	0	0	0	0	0	-	0

Academic Growth Status: RLA												
2024	3	3	0	0	2	-	2	3	0	1	-	3
2025	3	0	0	3	0	-	3	3	0	3	0	0
2026	3	0	2	-	0	3	3	0	0	3	-	0
Academic Growth Status: Mathematics												
2024	0	0	0	0	0	-	0	0	0	0	-	0
2025	1	2	2	0	2	-	0	2	2	0	0	1
2026	1	0	0	-	1	0	0	0	0	1	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	1	0	1	3	1	0	0	1	1	0	1	1
2025	1	0	0	3	0	0	2	0	0	3	1	0
2026	0	0	2	0	0	1	0	0	0	0	3	0
Progress in Achieving English Language Proficiency (EB Current)												

RTI/Intervention: Students identified through MAP, common assessments, classroom performance, and other progress-monitoring data receive targeted intervention through Texan Time, interventionist support, tutoring, and other campus intervention systems. Student progress is monitored regularly, and intervention groups are adjusted based on demonstrated need and student response.

Formative Assessment and Instructional Response: Teachers review formative assessment data during PLC/DDI, including essential standards data, common assessments, unit assessments, and student work. Results are used to identify misconceptions, determine reteach needs, adjust instructional grouping, provide targeted small-group instruction, and plan enrichment or additional intervention.

HB 1416: Students requiring accelerated instruction under HB 1416 receive targeted instructional support based on identified skill gaps. Intervention minutes and student participation are monitored through the campus intervention process, including Texan Time, to ensure students receive required accelerated instruction and progress toward grade-level standards.

Domain Growth Data

Part A: Academic Growth			
Assessments Earning 0.5 points	173	X 0.5	86.5
Assessments Earning 1 point	591	X 1	591
Annual Growth Points Earned			677.50
Accelerated Learning Points Earned	120	X 0.25	30.00
Sum of Annual Growth plus Accelerated Learning Points			707.50
Total Assessments			1335
School Progress, Part A: Academic Growth Raw Score			53

MAP Projections for ATSI Subgroups

	Asian	EB/EL (Current & Monitored)	Continuous Enrollment
Language Arts			
Percent of Tests			
% at Approaches GL Standard or Above	90%	49%	70%
% at Meets GL Standard or Above	58%	24%	40%
% at Masters GL Standard	35%	7%	15%
Mathematics			
Percent of Tests			
% at Approaches GL Standard or Above	77%	47%	55%
% at Meets GL Standard or Above	39%	17%	25%
% at Masters GL Standard	12%	5%	6%

ATSI and Domain 3 Student Group Performance Comparison

2024–2025 to 2025–2026 STAAR Comparison | Meets Grade Level or Above

Student Group	RLA 2024–25	RLA 2025–26	Change	Math 2024–25	Math 2025–26	Change
EB/EL – Current & Monitored (ATSI)	27%	25%	-2 pts	23%	21%	-2 pts
Asian (ATSI)	64%	64%	0 pts	61%	47%	-14 pts
Continuously Enrolled (ATSI)	50%	44%	-6 pts	31%	34%	+3 pts

Enrolled (ATSI)						
African American (Domain 3 Focus)	44%	37%	-7 pts	28%	20%	-8 pts

= 2026 ATSI Group = Domain 3 Focus Group

Houston Middle School - 2026 ATSI Student Groups

Summary of ATSI concerns from 2026 accountability data

Student Group	2026 CTG Scaled Score	ATSI Cut Point	Gap Below Cut Point	Reading Concern	Math Concern
EB (Current & Monitored)	45	57	12 pts	**25%** Meets GL or above in 2026 (down from 27% in 2025)	**21%** Meets GL or above in 2026 (down from 23% in 2025)
Asian	44	57	13 pts	**64%** Meets GL or above in 2026; 10 pts below state target of 74%	**47%** Meets GL or above in 2026; down from 61% in 2025 and 38 pts below state target of 85%
Continuously Enrolled	30	57	27 pts	**40%** Meets GL or above in 2026; 5 pts below state target of 45%	**28%** Meets GL or above in 2026; 21 pts below state target of 49%

Strengths

STAAR Student Learning Strengths:

Sam Houston Social Studies Meets & Above increased by 9%:

Assessment	2024-2025 Meets or Above %	2025-2026 Meets or Above %
Social Studies	15%	24%

2 or More Races in RLA Meets & Above went from 33% in 24-25 and increased to 64% Meets & Above in 25-26 STAAR

In 2025–2026, Houston Middle School continued notable progress in English Language Proficiency, earning 3 out of 4 possible TELPAS accountability points with a score of 75. This improvement reflects the continued effectiveness of language support strategies and targeted instruction for Emergent Bilingual students.

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	3	32	9.4	30.0	2.8
Growth or Graduation: Chosen Component (Academic Growth Status)	3	32	9.4	50.0	4.7
English Language Proficiency	3	4	75.0	10.0	7.5

SPED RLA Growth: Increased **10 percentage points**, from **43% in 2024–25 to 53% in 2025–26** , demonstrating strong year-over-year growth for SPED students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students under-performing in 8th grade Science, with 44% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.
2 ★	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.
3 ★	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.
4 ★	Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.	EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.
5 ★	STAAR performance for EB/EL Current and Monitored students decreased in both Reading and Mathematics from 2024-2025 to 2025-2026. Reading decreased from 27% to 25% Meets Grade Level or above, while Mathematics decreased from 23% to 21%, indicating a continued need to strengthen grade-level access and achievement across both content areas.	Tier 1 instruction may not consistently include the linguistic supports, scaffolds, differentiation, and formative assessment practices needed for EB/EL students to successfully access and demonstrate mastery of grade-level RLA and Mathematics content.

6

STAAR performance for African American students decreased in both Reading and Mathematics from 2024-2025 to 2025-2026. Reading decreased from 44% to 37% Meets Grade Level or above, while Mathematics decreased from 28% to 20%, indicating a need for stronger instructional consistency and response to identified student learning gaps.

Tier 1 instruction, lesson internalization, and data-driven instructional practices may not be implemented consistently enough to provide timely differentiation, reteach, and targeted support for African American students across RLA and Mathematics.

7 ★

STAAR Reading performance for Asian students remained at 64%, falling 10 percentage points below the 2026 state target of 74%. Mathematics performance decreased from 61% to 47%, falling 38 percentage points below the state target of 85%.

Tier 1 instruction may not consistently incorporate differentiated instruction, formative assessments, and targeted reteaching to address learning gaps in Reading and Mathematics.

8 ★

STAAR Reading performance for Continuously Enrolled students was 40% Meets Grade Level or above, falling 5 percentage points below the 2026 state target of 45%. Mathematics performance was 28%, falling 21 percentage points below the state target of 49%.

Inconsistent use of longitudinal student data, progress monitoring, and targeted instructional supports may limit the campus's ability to address persistent learning gaps in Reading and Mathematics.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

Teachers in RLA, Math, Science, and Social Studies ensure students are aware of the TEK, learning objective, and Demonstration of Learning while utilizing Irving ISD curriculum and high-quality instructional materials.

During the 2025–2026 school year, Bluebonnet Learning was newly implemented in all math classrooms. The year served as a learning and implementation year for math teachers as they developed familiarity with the curriculum, instructional routines, and expectations.

Collaborative teaming is supported through protected time built into the campus master schedule. Teachers meet Monday through Friday for structured instructional planning, including data-driven instruction (DDI), lesson preparation, and analysis of student learning.

During 2025–2026, a new math interventionist stepped into the intervention role and supported the development of the campus intervention system. Title I funds were also used to provide an additional instructional interventionist to deliver Tier 3 interventions and model effective Tier 1 instructional practices for teachers, including first- and second-year teachers and TCS/Interim teachers.

Enriching Students continues to be used to schedule students into Texan Time based on student data and identified instructional needs. Texan Time provides opportunities for targeted intervention, enrichment, and small-group instruction using Irving ISD instructional materials.

Staffing Certification & Experience

- 13% of the teaching staff were TCS/Interim.
- 22% of the teaching staff had 1–2 years of teaching experience.

Extracurricular Activities

Sam Houston Middle School offers a variety of extracurricular activities designed to support student interests, leadership, creativity, and school engagement. Opportunities include football, basketball, soccer, volleyball, Destination Imagination, Dance, Cheerleading, Robotics, Mariachi, National Junior Honor Society, Student Council, AVID Club, and Crime Stoppers.

Technology

Sam Houston Middle School provides one-to-one Chromebook access for all students.

The Verizon Innovation Learning Lab provides students with additional opportunities to engage with technology and develop skills that support learning in a digital environment. Students participate in learning experiences connected to the VILS curriculum and technology-based instruction.

Classroom Management Routines

All teachers are provided with classroom management routines through RISE during Texan Camp at the beginning of the school year. Teachers are also provided with a minute-by-minute classroom structure that supports consistent entry, instructional, transition, and exit routines.

These systems are designed to support consistent expectations across classrooms and provide teachers with clear structures for managing student behavior and maximizing instructional time.

Bullying, Drug, and Suicide Prevention

Teachers, staff, and students have access to Crime Stoppers Anonymous Reporting and the Anonymous Bullying Alert system. Additional supports include counselor-led guidance lessons and School Resource Officer-led guidance lessons focused on student safety, prevention, and awareness.

Communication With the Community

Sam Houston Middle School communicates campus events, activities, accomplishments, and important information through social media and School Messenger. Announcements and reminders are shared through multiple communication outlets.

Parents also receive a weekly “Weekly Wrap Up” email that highlights campus activities from the previous week and previews upcoming events and

opportunities. The campus marquee is regularly updated to promote events and parent engagement opportunities.

Professional Development That Impacts Instruction

The Instructional Leadership Team provides professional development centered around the campus's four instructional priorities: Academic Conversations, Aggressive Monitoring, Reading and Writing Across the Curriculum, and the PLC/DDI Framework.

Professional learning is provided through PLCs, faculty meetings, and after-school professional development. These opportunities are designed to strengthen instructional practices and support teachers in implementing campuswide expectations consistently.

System for Parental Involvement

1. **Process to Involve Parents in the CNA**

Sam Houston Middle School actively invites parents to participate in the Comprehensive Needs Assessment process. During Title I meetings, parents receive information about the CNA and are encouraged to participate in the Campus Improvement Committee as contributing stakeholders. School Messenger is also used to communicate meeting information and opportunities for parent involvement.

2. **Volunteer Opportunities**

Sam Houston Middle School provides multiple opportunities for parents and community members to volunteer and participate in campus activities. Volunteer opportunities are communicated through campus communication systems and during school events. The Parent Liaison also connects directly with families to share opportunities and encourage participation.

3. **Parent Center**

Sam Houston Middle School maintains an active Parent Center supported by the campus Parent Liaison. The Parent Center provides families with a welcoming space to connect with the school, access information, participate in workshops and informational sessions, and learn about opportunities to support students, teachers, and the campus.

Houston Middle School collaborates with Irving ISD to recruit qualified staff and supports students transitioning between grade levels. Campus counselors promote college and career readiness through career fairs and student guidance. The campus has established bullying reporting and response protocols to support student safety. Historical bullying data are not currently available to identify trends.

Strengths

Curriculum & Instruction Strengths:

- **Collaboration Time:** A protected schedule allows teachers to engage in daily structured planning, data analysis, and data-driven instruction.
- **Curriculum Implementation:** Math teachers worked through the first year of Bluebonnet Learning implementation, building familiarity with the curriculum, instructional routines, and expectations.
- **New Staff Support:** Support was provided to new and developing staff through training, modeling, collaboration, and instructional support.

Extracurricular Activities:

- A variety of activities are offered, including athletics, Destination Imagination, Dance, Robotics, Mariachi, and Student Council, engaging students with a wide range of interests.

Technology Access:

- Students have one-to-one Chromebook access and access to the Verizon Innovation Learning Lab to strengthen technology skills and support digital learning.

Classroom Management:

- Campuswide management routines are provided during Texan Camp, supporting consistent classroom expectations, entry routines, transitions, and exit routines.

Safety Programs:

- Crime Stoppers Anonymous Reporting, the Anonymous Bullying Alert system, and Counselor/SRO-led Guidance Lessons support student safety and awareness.

Community Communication:

- Campus events, achievements, and important information are shared through social media, School Messenger, and weekly “Wrap Up” emails to parents to encourage engagement and communication.

Professional Development:

- The ILT provides ongoing professional learning focused on Academic Conversations, Aggressive Monitoring, Reading and Writing Across the Curriculum, and Data-Driven Instruction through PLCs, faculty meetings, and additional professional development opportunities.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.
2 ★	During 2025-2026, Sam Houston Middle School experienced a 25% staff turnover rate. In addition, 13% of teaching staff were TCS/Interim and 22% had only 1-2 years of teaching experience, creating a continued need for support and development of new and early-career teachers.	The campus needs a more consistent mentoring, coaching, and retention system to support new, early-career, and uncertified teachers with instructional practices and professional growth.

★ = Priority

Perceptions

Summary

At Sam Houston Middle School, students, families, and visitors are welcomed by a front office staff that provides assistance and support upon arrival. The campus also maintains a Parent Center led by the Parent Liaison, who provides families with learning opportunities, resources, and opportunities to volunteer and engage with the school.

Throughout the school year, Sam Houston Middle School provides a variety of events designed to connect families and community stakeholders with the campus, including:

- Parent Education Workshops
- All Pro Dads Meetings
- Campus Open House Nights
- Parent Conference Nights
- Athletic Events

Staff Turnover Rate: 25%

Climate Survey Results

Student perception data from 2025–2026 show that students continue to demonstrate commitment to academic success.

Strengths

- 75% of students reported that doing well in their classes is important to them.
- 56% of students reported that teachers encourage them to do their best, which increased by 2 percentage points.
- Rigorous Expectations remained relatively stable, declining only 1 percentage point from the previous year.

Student Mentoring Supports

- Counselor-led small-group mentoring

Family and Community Engagement

Sam Houston Middle School continues to provide opportunities for families to participate in the school community through parent education, campus events, conferences, athletics, and volunteer opportunities. The Parent Center serves as a resource for families and provides a space for parents to connect with the campus and receive support.

Communication With Families

Campus events, important information, and student accomplishments are communicated through School Messenger, social media, and weekly “Wrap Up” emails. These communication systems are used to keep families informed and encourage continued engagement with the campus.

Houston Middle School's attendance rate increased from 94.7% in 2024–2025 to 95.0% in 2025–2026. The campus engages parents and community members through events that emphasize the importance of education, student success, and preparing students for high school and graduation.

Strengths

Sam Houston Middle School demonstrates strong parent and community involvement through participation in campus events, parent education opportunities, conferences, athletic events, and other school activities. The Parent Center and Parent Liaison

also provide families with opportunities to connect with and support the campus.

The 2025–2026 climate survey identified student commitment to academic success as a strength. Seventy-five percent of students reported that doing well in their classes is important to them, demonstrating that students value academic success.

Teacher encouragement also emerged as a strength. Fifty-six percent of students reported that teachers encourage them to do their best, representing a 2 percentage-point increase from the previous year.

Sam Houston also continues to provide structures for stakeholder involvement through campus committees, family engagement opportunities, and regular communication with parents and the community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	As a campus, we did not offer consistent parent volunteer opportunities.	The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.
2 ★	Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.	A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.
2 ★	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.
3 ★	As a campus, we did not offer consistent parent volunteer opportunities.	The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.
4 ★	While Sam Houston Middle School had a 95.0% overall attendance rate in 2025-2026, White students had an attendance rate of 94.5%, which was below the campus average.	The campus needs to strengthen early attendance monitoring and follow-up for White students with repeated absences so barriers can be identified and addressed before attendance concerns become chronic.
5 ★	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.

6

Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.

EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.

7

During 2025-2026, Sam Houston Middle School experienced a 25% staff turnover rate. In addition, 13% of teaching staff were TCS/Interim and 22% had only 1-2 years of teaching experience, creating a continued need for support and development of new and early-career teachers.

The campus needs a more consistent mentoring, coaching, and retention system to support new, early-career, and uncertified teachers with instructional practices and professional growth.

8

Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.

A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

9

Students under-performing in 8th grade Science, with 44% meeting grade level or above.

The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

10

Students under-performing in ELAR, with 34% of all students meeting grade level or above.

Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

11

We have an over-representation of male students serving ISS, with 26.8% of male students serving ISS compared with 12.9% of female students in 2025-2026.

The absence of comprehensive training on differentiated behavior management strategies for male students has led to an over representation of male students in ISS.

12 ★

STAAR Reading performance for Asian students remained at 64%, falling 10 percentage points below the 2026 state target of 74%. Mathematics performance decreased from 61% to 47%, falling 38 percentage points below the state target of 85%.

Tier 1 instruction may not consistently incorporate differentiated instruction, formative assessments, and targeted reteaching to address learning gaps in Reading and Mathematics.

13 ★

STAAR Reading performance for Continuously Enrolled students was 40% Meets Grade Level or above, falling 5 percentage points below the 2026 state target of 45%. Mathematics performance was 28%, falling 21 percentage points below the state target of 49%.

Inconsistent use of longitudinal student data, progress monitoring, and targeted instructional supports may limit the campus's ability to address persistent learning gaps in Reading and Mathematics.

14 ★

STAAR performance for EB/EL Current and Monitored students decreased in both Reading and Mathematics from 2024-2025 to 2025-2026. Reading decreased from 27% to 25% Meets Grade Level or above, while Mathematics decreased from 23% to 21%, indicating a continued need to strengthen grade-level access and achievement across both content areas.

Tier 1 instruction may not consistently include the linguistic supports, scaffolds, differentiation, and formative assessment practices needed for EB/EL students to successfully access and demonstrate mastery of grade-level RLA and Mathematics content.

15 ★

During the 2025-2026 school year, Hispanic students accounted for 63.2% of in-school and out-of-school suspensions and 63% of discretionary discipline referrals (228 of 361 referrals) at Houston Middle School.

Inconsistent implementation of campus Big Rocks classroom-management practices, including classroom routines, positive narration, proximity, and quiet redirection, may contribute to avoidable discretionary discipline referrals and suspensions involving Hispanic students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 62% to 72% by May 2027.
Increase the percentage of African American students who meet reading MAP growth from 55% to 65% by May 2027.
Increase the percentage of Hispanic students who meet reading MAP growth from 62% to 72% by May 2027.

Evaluation Data Source: MAP, PLT data meetings, lesson internalizations, and Instructional walkthroughs

Strategy 1

The RLA administrator and Academic Specialist (AS) will focus on teaching teachers to conduct purposeful data talks, utilize MAP trackers, and implement interventions based on the learning continuum results. This approach will help ensure that teachers are using data-driven methods to address student needs and adapt their instruction for maximum growth. Monitoring will also include reviewing lesson internalizations to verify that they incorporate differentiated activities and align with MAP data and the Irving ISD curriculum.

Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson internalization will improve lesson rigor. Students will demonstrate increased proficiency in priority reading skills through improved MAP Growth performance and classroom assessment data.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

RLA teachers will use daily formative assessments, including exit tickets, Demonstrations of Learning, and Common Formative Assessments, and utilize the DDI protocol to analyze student performance by standard. Teams will use the data to identify student learning needs, evaluate the effectiveness of instructional strategies, and make timely adjustments to instruction.

Strategy's Expected Result/Impact: RLA teachers will consistently identify student strengths and learning gaps by standard and use data to provide timely, targeted instructional support, resulting in increased student mastery and accelerated closure of achievement gaps.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.
4	Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.	EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.

Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 34% to 44% by May 2027.

EB/EL: Increase the percentage of EB/EL students scoring at Meets Grade Level or above on the STAAR Reading assessment from 24% to 28% by May 2027.

Asian: Increase the percentage of Asian students scoring at Meets Grade Level or above on the STAAR Reading assessment from 64% to 74% by May 2027.

Continuously Enrolled: Increase the percentage of Continuously Enrolled students scoring at Meets Grade Level or above on the STAAR Reading assessment from 40% to 50% by May 2027.

Asian, ATSI EB (Current & Monitored), and Continuously Enrolled students at Houston Middle School are identified as Additional Targeted Support and Improvement (ATSI) student groups. These groups will remain a focus for intensified instructional support, targeted interventions, and consistent progress monitoring to address identified gaps in Reading achievement and support improved performance toward state accountability targets.

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Reading from 26% to 37% by May 2027.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 40% to 50% by May 2027.

Evaluation Data Source: STAAR, MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1 ☑ Additional Targeted Support Strategy

The RLA administrator, interventionists, and AS will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum, ensuring inclusion of TEKS and lesson objectives, 5 instructional strategies, exit tickets, and EB strategies. In addition, they will support lesson internalization practices to ensure teachers deeply understand the content, anticipate misconceptions, and prepare purposeful instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 3, 4, 5, 7, 8 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies.

Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 3, 5, 7, 8

Funding Sources: Title I-Funded Academic Specialist - Data-Driven Instruction, PLC Support, and Instructional Coaching 211 - Title I-A, 11-6119,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy

The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Texan Time, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

Strategy's Expected Result/Impact: Tier 2 interventions (in class, during Texan Time intervention/ extension block) will be more effective in helping students to close achievement gaps

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3, 5, 7, 8

Funding Sources: Supplies and Tutoring 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4 ☑ Additional Targeted Support Strategy

The RLA administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 EB/EL strategies, linguistic accommodations, scaffolding techniques, and intentional writing opportunities to strengthen instruction for our ATSI groups that includes EB/EL, Asian, and Continuously Enrolled students. All content-area teachers will receive professional learning on integrating content-specific

writing strategies, including constructed responses, in conjunction with the 5 instructional strategies to strengthen students' ability to communicate their understanding across content areas. Student achievement and growth data will be regularly disaggregated by student group to identify specific standards and skills in which EB/EL and Asian students are not demonstrating expected performance. Teachers will use this data during PLCs and data meetings to develop targeted instructional responses, including reteaching, small-group instruction, scaffolding, linguistic supports, and opportunities for extension. Texan Time (RTI) will provide additional targeted small-group intervention for students identified as needing additional support. Student progress will be monitored through formative assessments, common assessments, MAP, and STAAR data to evaluate the effectiveness of instructional interventions and adjust support as needed.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved reading comprehension and STAAR performance among EB/EL students. Students will demonstrate increased proficiency in written responses, use of academic vocabulary, and ability to support their thinking with relevant evidence across content areas.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 5, 7, 8

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students under-performing in 8th grade Science, with 44% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

3	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.
4	Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.	EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.
5	STAAR performance for EB/EL Current and Monitored students decreased in both Reading and Mathematics from 2024-2025 to 2025-2026. Reading decreased from 27% to 25% Meets Grade Level or above, while Mathematics decreased from 23% to 21%, indicating a continued need to strengthen grade-level access and achievement across both content areas.	Tier 1 instruction may not consistently include the linguistic supports, scaffolds, differentiation, and formative assessment practices needed for EB/EL students to successfully access and demonstrate mastery of grade-level RLA and Mathematics content.
7	STAAR Reading performance for Asian students remained at 64%, falling 10 percentage points below the 2026 state target of 74%. Mathematics performance decreased from 61% to 47%, falling 38 percentage points below the state target of 85%.	Tier 1 instruction may not consistently incorporate differentiated instruction, formative assessments, and targeted reteaching to address learning gaps in Reading and Mathematics.
8	STAAR Reading performance for Continuously Enrolled students was 40% Meets Grade Level or above, falling 5 percentage points below the 2026 state target of 45%. Mathematics performance was 28%, falling 21 percentage points below the state target of 49%.	Inconsistent use of longitudinal student data, progress monitoring, and targeted instructional supports may limit the campus's ability to address persistent learning gaps in Reading and Mathematics.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

Performance Objective 3

Increase the percentage of students who score at meets or above in EOC English I from 100% to 100% by May 2027. Combined increase in the percentage of students who score at meets or above on 6-8 RLA and English 1 from 34% to 44% by May 2027.

Evaluation Data Source: STAAR, MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1

The RLA administrator, interventionists, and AS will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum, ensuring inclusion of TEKS and lesson objectives, 5 instructional strategies, exit tickets, and EB strategies. In addition, they will support lesson internalization practices to ensure teachers deeply understand the content, anticipate misconceptions, and prepare purposeful instruction to meet the needs of all learners.

Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies.

Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Texan Time, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

Strategy's Expected Result/Impact: Tier 2 interventions (in class, during Texan Time intervention/ extension block) will be more effective in helping students to close achievement gaps

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

Funding Sources: Supplies and Tutoring 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4

The RLA administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 EB strategies, linguistic accommodations, and scaffolding techniques to strengthen instruction for EB/EL students. To increase writing across the campus, all content-area teachers will receive professional learning on how to intentionally integrate writing opportunities into daily instruction. Teachers will implement content-specific writing strategies, including constructed responses in conjunction with the 5 instructional strategies to strengthen students' ability to communicate their understanding across all content areas. Data will be pulled regularly to monitor progress of the TSI EB/EL group, and Texan Time (RTI) will be used to provide targeted small-group support and intervention for these students.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved reading comprehension and STAAR performance among EB/EL students. Students will demonstrate increased proficiency in written responses, use of academic vocabulary, and ability to support their thinking with relevant evidence across content areas.

Staff Responsible for Monitoring: RLA Administrator

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students under-performing in 8th grade Science, with 44% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.
3	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Math from 55% to 65% by May 2027.

Increase the percentage of African American students who meet Math MAP growth from 49% to 59% by May 2027.
Increase the percentage of Hispanic students who meet Math MAP growth from 53% to 63% by May 2027.

Evaluation Data Source: MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1

The Math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional strategies, checks for understanding, and differentiated activities/ modifications for focused populations.

Strategy's Expected Result/Impact: Math teachers' understanding of curriculum expectations and effective lesson planning will increase, resulting in more rigorous, standards-aligned instruction and improved student learning outcomes.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize our Irving ISD's DDI protocol to analyze data to identify students' learning needs and strength of instructional strategies

Strategy's Expected Result/Impact: The math teachers will be able to more effectively identify learning needs by student and standards to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

The teachers and instructional team (academic specialist and administrators) will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Texan Time, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including materials for interventions and tutoring sessions, to ensure students have the tools needed for success. Additionally, the funds will cover snacks for students during after-school tutoring to maintain focus and participation.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify student learning needs by looking at their District Common Assessment data and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.

Performance Objective 5

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2027.

Increase the percentage of African American students scoring at meets or above from 20% to 32% by May 2027.

Increase the percentage of Hispanic students scoring at meets or above from 24% to 37% by May 2027.

EB/EL: Increase the percentage of EB/EL students scoring at Meets Grade Level or above on the STAAR Math assessment from 21% to 31% by May 2027.

Asian: Increase the percentage of Asian students scoring at Meets Grade Level or above on the STAAR Math assessment from 47% to 68% by May 2027.

Continuously Enrolled: Increase the percentage of Continuously Enrolled students scoring at Meets Grade Level or above on the STAAR Math assessment from 28% to 38% by May 2027.

Both the EB/EL and Asian student groups at Houston Middle School are identified as Additional Targeted Support and Improvement (ATSI) groups and will remain a focus for intensified support, intervention, and progress monitoring. These targets address the need for accelerated growth among identified ATSI student groups and build upon the missed interim goal of 36% for EB/EL and 85% for Asians in 2025-2026.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 20% to 32% by May 2027.

Evaluation Data Source: STAAR, MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1 ☑ Additional Targeted Support Strategy

The math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: The math teachers' understanding of curriculum expectations and lesson plan internalization will improve lesson rigor to ensure lessons are aligned with the TEKS. Strategies are stated on each internalization to ensure EB students are being provided with additional support to ensure success in their math classes.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2, 5, 7, 8

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Additional Targeted Support Strategy

Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2, 5, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 3 ☑ Additional Targeted Support Strategy

The Math teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Common Assessments, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Texan Time extensions, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and after-school tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2, 7, 8

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4 ☑ Additional Targeted Support Strategy

The Math administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 EB/EL strategies, linguistic accommodations, academic vocabulary, scaffolding, and mathematical discourse to strengthen instruction for our ATSI groups that includes EB/EL, Asian, and Continuously Enrolled students. Math teachers will receive professional learning on intentionally integrating opportunities for students to explain their mathematical thinking, justify solutions, use academic vocabulary, and communicate their understanding through constructed responses and problem-solving tasks. Student achievement and growth data will be regularly disaggregated by student group to identify specific TEKS, standards, and skills in which EB/EL and Asian students are not

demonstrating expected performance. Teachers will use this data during PLCs and data meetings to develop targeted instructional responses, including reteaching, small-group instruction, scaffolding, language supports, multiple representations, and opportunities for extension. Texan Time (RTI) will provide additional targeted small-group intervention for students identified as needing support. Student progress will be monitored through formative assessments, common assessments, MAP, and STAAR data to evaluate the effectiveness of instructional interventions and adjust support as needed.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved math problem-solving by identifying keywords and utilizing strategies to increase STAAR performance among EB/EL students.

Staff Responsible for Monitoring: Math Administrator

Problem Statements: Demographics 1 - Student Learning 5, 7, 8

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.

5	STAAR performance for EB/EL Current and Monitored students decreased in both Reading and Mathematics from 2024-2025 to 2025-2026. Reading decreased from 27% to 25% Meets Grade Level or above, while Mathematics decreased from 23% to 21%, indicating a continued need to strengthen grade-level access and achievement across both content areas.	Tier 1 instruction may not consistently include the linguistic supports, scaffolds, differentiation, and formative assessment practices needed for EB/EL students to successfully access and demonstrate mastery of grade-level RLA and Mathematics content.
7	STAAR Reading performance for Asian students remained at 64%, falling 10 percentage points below the 2026 state target of 74%. Mathematics performance decreased from 61% to 47%, falling 38 percentage points below the state target of 85%.	Tier 1 instruction may not consistently incorporate differentiated instruction, formative assessments, and targeted reteaching to address learning gaps in Reading and Mathematics.
8	STAAR Reading performance for Continuously Enrolled students was 40% Meets Grade Level or above, falling 5 percentage points below the 2026 state target of 45%. Mathematics performance was 28%, falling 21 percentage points below the state target of 49%.	Inconsistent use of longitudinal student data, progress monitoring, and targeted instructional supports may limit the campus's ability to address persistent learning gaps in Reading and Mathematics.

Performance Objective 6

Increase the percentage of students who score at meets or above in Algebra 1 from 97% to 100% by May 2027.
Combined increase in the percentage of students who score at meets or above on 6-8 Math and Algebra 1 from 25% to 35% by May 2027.

Strategy 1

The math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: The math teachers' understanding of curriculum expectations and lesson plan internalization will improve lesson rigor to ensure lessons are aligned with the TEKS. Strategies are stated on each internalization to ensure EB students are being provided with additional support to ensure success in their math classes.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs
00

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 3

The Math teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Common Assessments, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Texan Time extensions, and after-school tutoring. Title 1 funds will be allocated for salary for Interventionists.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4

The Math administrator, Academic Specialist, and interventionist will provide ongoing professional development and coaching focused on Tier 1 ESL strategies, linguistic accommodations, and scaffolding techniques to strengthen instruction for EB/EL students. To increase writing across the campus, all content-area teachers will receive professional learning on how to intentionally integrate writing opportunities into daily instruction. Teachers will implement content-specific writing strategies, including constructed responses in conjunction with the 5 instructional strategies to strengthen students' ability to communicate their understanding across all content areas. Data will be pulled regularly to monitor progress of the ATSI EB/EL group, and Texan Time (RTI) will be used to provide targeted small-group support and intervention for these students.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved math problem-solving by identifying keywords and utilizing strategies to increase STAAR performance among EB/EL students.

Staff Responsible for Monitoring: Math Administrator

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.

Performance Objective 7

Increase the percentage of students scoring at MEETS or above on STAAR 8th grade Science from 44% to 59% by May 2027

Strategy 1

The science administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: The science teachers' understanding of curriculum expectations and lesson plan internalization will improve lesson rigor to ensure lessons are aligned with the TEKS. Strategies are stated on each internalization to ensure EB students are being provided with additional support to ensure success in their science classes.

Staff Responsible for Monitoring: Assistant Principal and Academic Specialist

Problem Statements: Student Learning 1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Science teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs

Strategy's Expected Result/Impact: Science teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps

Staff Responsible for Monitoring: Assistant Principal and Academic Specialist

Problem Statements: Student Learning 1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 3

The Science teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Common Assessments, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Texan Time extensions, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and after-school tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

Strategy's Expected Result/Impact: Science teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Academic Specialist and Interventionists

Problem Statements: Student Learning 1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4

The Science administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 EB/EL strategies, linguistic accommodations, academic vocabulary, scaffolding techniques, and strategies to support scientific discourse and reasoning for our ATSI groups that includes EB/EL, Asian, and Continuously Enrolled students. Science teachers will receive professional learning on intentionally integrating opportunities for students to explain scientific concepts, analyze data, use evidence to support claims, and communicate their understanding through constructed responses and evidence-based explanations. Student achievement and growth data will be regularly disaggregated by student group to identify specific TEKS, standards, and skills in which EB/EL and Asian students are not demonstrating expected performance. Teachers will use this data during PLCs and data meetings to develop targeted instructional responses, including

reteaching, small-group instruction, scaffolding, language supports, vocabulary development, analysis of scientific data, and opportunities for extension. Texan Time (RTI) will provide additional targeted small-group intervention for students identified as needing support. Student progress will be monitored through formative assessments, common assessments, MAP, and STAAR data to evaluate the effectiveness of instructional interventions and adjust support as needed.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved science problem solving skills by identifying keywords and utilizing strategies to increase STAAR performance among EB/EL students.

Staff Responsible for Monitoring: Science Administrator

Problem Statements: Demographics 1

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students under-performing in 8th grade Science, with 44% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

Performance Objective 8

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Social Studies from 25% to 41% by May 2027.

Strategy 1

The social studies administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: The social studies teachers' understanding of curriculum expectations and lesson plan internalization will improve lesson rigor to ensure lessons are aligned with the TEKS. Strategies are stated on each internalization to ensure EB students are being provided with additional support to ensure success in their math classes.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Social Studies teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs

Strategy's Expected Result/Impact: Social Studies teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Strategy 3

The social studies teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Common Assessments, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Texan Time extensions, and after-school tutoring.

Strategy's Expected Result/Impact: Social studies teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4

The Social Studies administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 EB/EL strategies, linguistic accommodations, academic vocabulary, scaffolding techniques, and strategies to support historical thinking and social studies discourse forour ATSI groups that includes EB/EL, Asian, and Continuously Enrolled students. Social Studies teachers will receive professional learning on intentionally integrating opportunities for students to analyze primary and secondary sources, interpret maps, charts, and other historical evidence, explain their thinking, and support claims with relevant evidence through constructed responses and evidence-based writing. Student achievement and growth data will be regularly disaggregated by student group to identify specific TEKS, standards, and skills in which EB/EL and Asian students are not demonstrating expected performance. Teachers will use this data during PLCs and data meetings to develop targeted instructional responses, including reteaching, small-group instruction, scaffolding, language supports, vocabulary development, source analysis, and opportunities for extension. Texan Time (RTI) will provide additional targeted small-group intervention for students identified as needing support. Student progress will be monitored through formative assessments, common assessments, MAP, and STAAR data to evaluate the effectiveness of instructional interventions and adjust support as needed.

Strategy's Expected Result/Impact: Teachers' capacity to implement targeted ESL strategies will increase, leading to improved social studies literacy/content achievement, identifying keywords and utilizing strategies to increase STAAR performance among EB/EL students.

Staff Responsible for Monitoring: Social Studies Administrator

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by 1 level from 30% to 33% by May 2027.

Strategy 1 ☑ Results Driven Accountability

The administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated supports and scaffolds for Emergent Bilingual students to support growth in TELPAS.

Strategy's Expected Result/Impact: Teachers' understanding of curriculum expectations and lesson internalization will improve the use of rigorous, TEKS-aligned instruction. ESL strategies and scaffolds will be included in lesson internalizations to provide Emergent Bilingual students with the language support needed to improve academic performance and TELPAS growth.

Staff Responsible for Monitoring: Assistant Principal and Academic Specialist

Problem Statements: Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Teachers will use daily formative assessments, such as exit tickets, Demonstrations of Learning, and common formative assessments, along with at least one comprehensive common assessment per six-weeks reporting period to identify the academic and language needs of Emergent Bilingual students.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify student learning and language needs and provide targeted support to improve academic achievement and TELPAS growth.

Staff Responsible for Monitoring: Assistant Principal and Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Teacher teams will utilize a data meeting protocol to analyze formative and summative assessment data, including daily formative assessments, common assessments, MAP, District Common Assessments, Benchmark assessments, and available TELPAS data. Data meetings will be used to identify the academic and language needs of Emergent Bilingual students and to plan targeted Tier 2 interventions, Texan Time support, and after-school tutoring.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify the academic and language needs of Emergent Bilingual students and determine the appropriate intervention, support, or extension needed to increase TELPAS growth.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Administrators, Academic Specialists, and interventionists will provide ongoing professional

development and coaching focused on Tier 1 ESL strategies, linguistic accommodations, and scaffolding techniques to strengthen instruction for EB/EL students. All content-area teachers will also receive support in intentionally integrating listening, speaking, reading, and writing opportunities into daily instruction. Data will be reviewed regularly to monitor progress of EB/EL students, and Texan Time will be used to provide targeted small-group support and intervention.

Strategy's Expected Result/Impact: Teachers' capacity to consistently implement effective ESL strategies and linguistic supports will increase, providing EB/EL students with more opportunities to develop and demonstrate academic language across all content areas and improve TELPAS performance.

Staff Responsible for Monitoring: Math Administrator,

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our EB/EL students are not performing at the same level as the overall campus in RLA on the STAAR assessment. In 2025-2026, 25% of EB/EL students performed at Meets Grade Level or above compared with 34% of all students.	Teachers need additional support in consistently implementing effective ESL strategies, academic language supports, and scaffolds within Tier 1 instruction.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students under-performing in 8th grade Science, with 44% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

2	Students under-performing in Math, with 25% of all students meeting grade level or above.	Inconsistent Tier 1 mathematics instruction resulted from midyear staffing changes, including the loss of two mathematics teachers, while teachers were simultaneously implementing the new Bluebonnet curriculum. These conditions created challenges with instructional continuity, lesson internalization, and consistent delivery of grade-level content and supports across classrooms.
3	Students under-performing in ELAR, with 34% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.
4	Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.	EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

By May 2027, Houston Middle School will decrease the percentage of students who are chronically absent from 14.6% to 12.0% or lower. Additionally, the percentage of White students who are chronically absent will decrease from 17.9% to 12.0% or lower.

Evaluation Data Source: PEIMS

Strategy 1

The Attendance Clerk, counselors, Student Success Coach, and administrators will review student attendance weekly by grade level and student group, with targeted attention to White students demonstrating repeated absences. The team will identify emerging absence patterns before students meet the chronic absenteeism threshold and assign appropriate supports.

Strategy's Expected Result/Impact: Students with emerging attendance concerns will receive timely support, reducing repeated absences and progression to chronic absenteeism.

Staff Responsible for Monitoring: Attendance Clerk and Success Coach

Problem Statements: Demographics 3

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

For students approaching or meeting the chronic absenteeism threshold, the MTSS Team, Student Success Coach, and campus counselors will identify barriers and develop individualized interventions, with particular attention to White students. Supports may include student check-ins, mentoring, family conferences, goal setting, re-entry support, social-emotional learning strategies, community referrals, and ongoing progress monitoring.

Strategy's Expected Result/Impact: Students receiving interventions will demonstrate improved attendance and fewer repeated absences; White student chronic absenteeism will move toward the proposed 12.0% May 2027 target.

Staff Responsible for Monitoring: Success Coach

Problem Statements: Demographics 3

Funding Sources: 211 - Title I-A,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Campus leaders will review attendance monthly by grade level and student group, with particular attention to White students. They will compare current patterns with the same period from the previous year, review intervention outcomes, and adjust supports for students and groups whose attendance is not improving.

Strategy's Expected Result/Impact: Monthly review will guide timely adjustments and contribute to reducing chronic absenteeism toward the proposed targets: 12.0% campuswide and 12.0% for White students by May 2027.

Staff Responsible for Monitoring: Attendance Clerk and Sucess Coach

Problem Statements: Demographics 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While Sam Houston Middle School had a 95.0% overall attendance rate in 2025-2026, White students had an attendance rate of 94.5%, which was below the campus average.	The campus needs to strengthen early attendance monitoring and follow-up for White students with repeated absences so barriers can be identified and addressed before attendance concerns become chronic.

Performance Objective 2

By May 2027, Houston Middle School will decrease the percentage of in-school and out-of-school suspensions attributed to Hispanic students from 63.2% to 58.3% or lower and decrease the percentage of discretionary referrals attributed to Hispanic students from 63% (228 of 361 referrals) to 58% or lower.

Evaluation Data Source: PEIMS, intervention lists, student attendance plans, family-contact logs, follow-up documentation

Strategy 1 ☑ Results Driven Accountability

Campus instructional leaders will use the Learning Environment portion of the classroom observation tool to monitor teachers' consistent execution of classroom routines and the Big Rocks classroom-management hierarchy, including TVB, Scan/Radar, Positive Narration, Proximity, and Quiet Redirection.

Strategy's Expected Result/Impact: Teachers will respond to low-level behavior more consistently within the classroom, increasing instructional time and reducing avoidable discretionary referrals, particularly for Hispanic students.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Admin and Student Success Team will review referral and suspension data at least monthly by ethnicity, gender, grade, teacher/classroom, behavior type, location, time of day, and consequence. Data will be used to identify disproportionate discipline patterns, including male students assigned to ISS, and determine targeted interventions to reduce disparities.

Strategy's Expected Result/Impact: The campus will identify disproportionate referral and suspension patterns early, implement targeted interventions, and reduce disciplinary disparities among Hispanic and male students.

Staff Responsible for Monitoring: Student Success Coach,

Problem Statements: Demographics 2, 4

Funding Sources: Title I-Funded Student Success Coach - Student Intervention, Mentoring, and Attendance Support 211 - Title I-A, 11-6119,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

When classroom referral patterns indicate a possible adult-practice issue, the assigned instructional leader will observe the classroom and use the observation tool to identify whether the deficit is related to routines, classroom management, student practice/engagement, monitoring, or instructional response. Real-time coaching and a documented action step will follow.

Strategy's Expected Result/Impact: Coaching will address the adult practice contributing to the classroom pattern rather than relying solely on consequences after student behavior occurs.

Staff Responsible for Monitoring: Sucess Coach

Problem Statements: Demographics 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	We have an over-representation of male students serving ISS, with 26.8% of male students serving ISS compared with 12.9% of female students in 2025-2026.	The absence of comprehensive training on differentiated behavior management strategies for male students has led to an over representation of male students in ISS.
4	During the 2025-2026 school year, Hispanic students accounted for 63.2% of in-school and out-of-school suspensions and 63% of discretionary discipline referrals (228 of 361 referrals) at Houston Middle School.	Inconsistent implementation of campus Big Rocks classroom-management practices, including classroom routines, positive narration, proximity, and quiet redirection, may contribute to avoidable discretionary discipline referrals and suspensions involving Hispanic students.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, with the support of the Student Success Coach, increase staff and student perceptions of safety by 10% (compared from the 25-26 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

Evaluation Data Source: PEMIS and Climate Survey

Strategy 1

Implement a comprehensive professional development program through the New Teacher Academy focused on equipping teachers with classroom management RISE techniques and SEL skills, fostering a safe and positive learning environment for both students and staff.

Strategy's Expected Result/Impact: The expected result is that new teachers will be equipped with effective classroom management techniques and SEL skills, leading to a more structured and supportive classroom environment. This will foster a safer and more positive atmosphere, contributing to a 10% increase in safety perceptions as reflected in the annual climate survey.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: School Processes & Programs 1, 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Utilize the MTSS framework to regularly monitor and adjust individualized intervention plans, ensuring that all at-risk students receive timely support, which contributes to a safer school environment.

Strategy's Expected Result/Impact: Utilizing the MTSS framework to monitor and adjust individualized intervention plans regularly will ensure that all at-risk students receive timely and appropriate support. This approach will help address behavioral and academic challenges, contributing to a safer and more supportive school environment.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 3 - Perceptions 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While Sam Houston Middle School had a 95.0% overall attendance rate in 2025-2026, White students had an attendance rate of 94.5%, which was below the campus average.	The campus needs to strengthen early attendance monitoring and follow-up for White students with repeated absences so barriers can be identified and addressed before attendance concerns become chronic.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.
2	During 2025-2026, Sam Houston Middle School experienced a 25% staff turnover rate. In addition, 13% of teaching staff were TCS/Interim and 22% had only 1-2 years of teaching experience, creating a continued need for support and development of new and early-career teachers.	The campus needs a more consistent mentoring, coaching, and retention system to support new, early-career, and uncertified teachers with instructional practices and professional growth.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.	A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

Performance Objective 2

By May 2027, with the support of the Instructional Team, increase teachers' perceptions of a strong learning environment in their classrooms by 10% (compared to the 25-26 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

Evaluation Data Source: ILT, Climate Survey

Strategy 1

Classroom Walkthroughs with Targeted Feedback: Conduct regular classroom walkthroughs by the Instructional Team, focusing on instructional practices and classroom management. Provide teachers with specific, actionable feedback and support through follow-up coaching sessions to strengthen their ability to create a positive learning environment.

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices and classroom management through targeted feedback and follow-up coaching, resulting in more consistent classroom expectations, increased student engagement, and a positive learning environment. These improvements will contribute to a 10% increase in teachers' positive perceptions of the classroom learning environment by May 2027, as measured by the annual climate survey.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 2

Professional Learning Communities (PLCs) for Classroom Environment Enhancement: Establish monthly PLC meetings where teachers collaborate to share best practices, resources, and strategies for building a strong learning environment. Incorporate topics such as student engagement, classroom management, and fostering inclusively. The Instructional Team will facilitate these sessions and provide teachers with tools and interventions to implement in their

classrooms.

Strategy's Expected Result/Impact: Monthly PLC collaboration will strengthen teachers' classroom management, student engagement, and inclusive instructional practices. Teachers will consistently implement effective strategies that create positive, supportive learning environments, contributing to a 10% increase in teachers' positive perceptions of the classroom learning environment by May 2027, as measured by the annual climate survey.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While Sam Houston Middle School had a 95.0% overall attendance rate in 2025-2026, White students had an attendance rate of 94.5%, which was below the campus average.	The campus needs to strengthen early attendance monitoring and follow-up for White students with repeated absences so barriers can be identified and addressed before attendance concerns become chronic.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	During 2025-2026, Sam Houston Middle School experienced a 25% staff turnover rate. In addition, 13% of teaching staff were TCS/Interim and 22% had only 1-2 years of teaching experience, creating a continued need for support and development of new and early-career teachers.	The campus needs a more consistent mentoring, coaching, and retention system to support new, early-career, and uncertified teachers with instructional practices and professional growth.

Performance Objective 3

When families, communities, and schools work together, students are more successful, and the entire Irving community benefits. Sam Houston Middle School will provide at least one parent involvement activity each month during the school year and aims to increase parent engagement by 15% by May 2027, using last year's parent workshop attendance as a baseline. This increase will be measured through participation in Parent Conference Days, School Messenger, Twitter, Facebook, the school website, the Digital Marquee, Content Area Nights, Family Fun Nights, and Athletics events. We will track and compare participation with previous workshop attendance records. The Parent Liaison will monitor progress toward this goal.

Evaluation Data Source: Attendance for Parent Events

Strategy 1

By the end of the 2026-2027 school year, Sam Houston Middle School will offer at least one parent involvement activity each month through our parent-involvement community to strengthen family engagement and increase parent participation.

Strategy's Expected Result/Impact: Parent involvement at Sam Houston Middle School will increase through relevant topics, courses, and at least one parent involvement activity each month, contributing to a 15% increase in parent engagement by May 2027, as measured by documented parent participation.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1, 2

Funding Sources: Title I-Funded Parent Liaison - Parent Education and Family Engagement 211 - Title I-A, 11-6119,

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	As a campus, we did not offer consistent parent volunteer opportunities.	The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.
2	Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.	A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

State Compensatory Education

State Compensatory

Budget for Houston Middle School

Total SCE Funds: $12,250.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Sam Houston Middle School utilizes State Compensatory Education (SCE) funds to provide supplemental academic support for students identified as at risk of academic failure or dropping out of school. For the 2026–2027 school year, the campus has an SCE allocation of $12,250 designated for supplies and materials, with 0.0 full-time equivalent (FTE) positions funded through SCE. These funds will support the purchase of supplemental instructional materials and resources to address identified learning gaps, strengthen intervention efforts, and provide targeted academic support for students identified as at risk. Resources will be aligned to student performance data and instructional needs to support improved academic achievement. The $12,250 allocation will be linked to an appropriate academic intervention strategy within the Campus Improvement Plan and identified under the State Compensatory Education (SCE) funding source in the Funding Summary.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Sam Houston Middle School conducts its Comprehensive Needs Assessment (CNA) through a collaborative process three times throughout the school year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Our Campus Improvement Committee (CIC) includes campus administrators, district personnel, parents, teachers, and other staff members. We also involve guiding coalition members, who serve as teacher leaders and represent various departments across the campus.

During these meetings, stakeholders review and analyze multiple data sources, including STAAR performance, MAP growth, student attendance, discipline, academic achievement, and student subgroup performance. Data is selected based on campus performance trends, identified student needs, and district and state accountability priorities.

Additional stakeholder feedback is collected through Title I meetings, CIC meetings, and campus surveys. This ongoing process allows stakeholders to identify strengths, determine priority needs, examine root causes, and provide input into the development and continuous improvement of the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Stakeholders were provided multiple opportunities to participate through BOY, MOY, and EOY CIC meetings, Title I meetings, and campus surveys. Evidence of participation, including dated agendas, meeting minutes, notes, sign-in sheets, and survey feedback, is maintained in campus documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Sam Houston Middle School develops its Campus Improvement Plan through ongoing collaboration beginning with EOY data review and continuing through BOY and MOY CIC meetings. Stakeholders review campus data, identify priority needs, develop strategies, and monitor progress throughout the school year. Evidence of multiple meetings, including dated agendas, minutes, sign-in sheets, and stakeholder feedback, is maintained in campus CIC and Title I documentation.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members participate in the CIP development process through CIC meetings, Title I meetings, guiding coalitions, and campus surveys. Feedback is gathered through discussions and surveys to identify campus needs, review priorities, and strengthen the plan. Stakeholder lists, including names and roles, meeting agendas, and sign-in sheets, are maintained in campus CIC and Title I documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Sam Houston Middle School makes the Campus Improvement Plan available to the district, parents, and community through the campus website, CIC meetings, and Title I meetings. Title I presentation slides are provided in both English and Spanish to ensure families can access and understand the information. Translation services for additional languages are available upon request.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

.

Title I Personnel

Name	Position	Program	FTE
Keldra Hall	Student Success Coach		1
Melissa Trevino	Parent Liaison		1
Michelle Nguyen	Academic Specialsit		1

Irving Independent School District

Lady Bird Johnson Middle School

2026-2027 Campus Improvement Plan

1650

Generated by Plan4Learning.com
October 09, 2026 at 09:23 AM

Mission Statement

Our mission is to empower eagles today to excel tomorrow.

Vision

Empowering eagles to become the best versions of themselves.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 22

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 40

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 43

State Compensatory Education 44

Budget for Lady Bird Johnson Middle School 45

Title I Summary 46

Title I 47

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 47

1.1 Description of CNA Process 47

1.2 Location for Evidence of Multiple Meetings Held 48

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 48

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 48

2.2 Stakeholders 1114(b)(2) 48

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 49

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 49

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 49

Title I Personnel 49

Comprehensive Needs Assessment

Demographics

Summary

Lady Bird Johnson Middle School is one of a kind. As the first net zero public school in Texas and the first net zero middle school in the country, Lady Bird Johnson is at the forefront in educational innovation. As a net zero campus, Lady Bird Johnson utilizes energy efficient construction and a robust renewable energy system to create a campus that has no or a minimal electricity bill, limited gas bill for heating, and no water bill for irrigation.

Beyond being a first of it's kind campus in Texas and the country, Johnson Middle School also has a thriving VILS technology lab, which allows students to explore robotics, coding, and visual arts. Johnson Middle School's use of technology both throughout the building and in the classroom has been highlighted by United States Congressman Marc Veasey and FCC Commissioner Jonathan Starks.

Lady Bird Johnson Middle School serves a diverse population of students in grades 6–8 with significant academic, linguistic, and support needs. The current enrollment is **776 students**, including 255 sixth grade, 281 seventh grade, and 240 eighth grade students. The campus serves a predominantly Hispanic/Latino population and includes substantial numbers of Emergent Bilingual students, students receiving Special Education services, students identified as at-risk, and students identified as Gifted and Talented. These overlapping student characteristics require campus systems that provide rigorous grade-level instruction while also ensuring differentiated academic, linguistic, intervention, enrichment, and social-emotional supports.

Student Demographics

- Enrollment: ~776 students

- Hispanic - 69%
- Black - 13%
- White - 7%
- American Indian - 3%
- Gifted and Talented - 13%
- Special Education - 17%
- 504: 4.09%
- Emergent Bilingual - 47%
- English as Second Language - 47%
- EcoDis: 86.32%
- Mobility: 1.15%

Attendance: 95.08% overall campus average

Attendance by sub-populations

Discipline by placement

ISS/OSS 292 total

Strengths

A key demographic strength is the campus's alignment of programs and support structures to the diversity of the students served. Johnson MS provides Special Education services across multiple settings, language-development supports for Emergent Bilingual students, intervention structures for students needing additional academic assistance, and enrichment opportunities for Gifted and Talented students.

The campus also has instructional and student-support personnel that include counselors, instructional specialists, intervention staff, Special Education staff, an attendance clerk, and parent liaisons.

Another strength is the campus's attention to stakeholder representation and family access. The 2026–2027 CNA/CIP planning committee includes instructional staff, campus leadership, a parent, and a business/community representative, with participation documented through CIC meetings. The campus has also used bilingual family-engagement opportunities and translation support to better serve its linguistically diverse community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism increased from 11.2% in 2024-2025 to 12.7% in 2025-2026, with 105 of 824 students identified as chronically absent, indicating that the prior year's improvement in attendance was not sustained.	A lack of structured attendance policies focused on around chronic absenteeism and consistent and persistent parent outreach or home visits.
2 ★	Suspensions affected a substantial portion of the student population during 2025-2026, with 192 students experiencing at least one suspension and 433 total suspension events, indicating repeated loss of instructional time for some students.	There was a lack of consistent implementation and monitoring of classroom management systems and support.
3	The consistent and appropriate use of ESL strategies do not mirror the increase in the Emergent Bilingual population across campus.	Johnson Middle School staff have not been trained and offered frequent updates and feedback related to best instructional practices for EB students.

★ = Priority

Student Learning

Summary

Lady Bird Johnson Middle School earned a 2026 overall accountability score of 75 (C). Student Achievement was 70 (C), School Progress was 80 (B), and Closing the Gaps was 62 (D). Although School Progress was the highest-rated domain, the rating was driven by a Relative Performance score of 80 rather than Academic Growth, which earned a scaled score of 64 (D). This indicates that Johnson performed comparatively well when achievement was considered alongside the percentage of economically disadvantaged students served, but individual student growth remains an area requiring attention.

Across all 2026 STAAR-tested subjects, 61% of assessments were at Approaches Grade Level or above, 37% were at Meets Grade Level or above, and 16% were at Masters Grade Level. Science was the strongest tested subject at 52% Meets or above, followed by RLA at 40%, mathematics at 31%, and social studies at 30%. RLA achievement and growth remained comparatively stable from 2025 to 2026; however, mathematics showed a significant decline. Mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth declined from 66% to 55%.

Student-group data show substantial differences in achievement and growth. Current Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and non-continuously enrolled students performed below campus averages across multiple content areas. Current Special Education students demonstrated particularly low achievement, while current Emergent Bilingual students also showed declines in mathematics and English-language proficiency progress. The campus therefore has needs related not only to overall achievement but also to ensuring that identified student groups make sufficient academic progress. Johnson Middle School is currently 1 year away from the Hispanic population not meeting targeted indicators in 3 or more Domain III: Closing the Gap Domains, those indicators include Academic Achievement in Math, Academic Growth in RLA and Student Success.

Johnson has instructional structures in place to support improvement, including a 66-minute PLC for core teachers, a 30-minute daily RTI/ intervention block, common-assessment analysis, Data Driven Instruction processes, and intervention personnel.

Strengths

A significant strength is Johnson's Relative Performance, which earned a scaled score of 80 (B). With 86.3% of students included in the accountability calculation identified as economically disadvantaged, this result indicates that campus achievement compared favorably when considered in relation to the level of economic disadvantage served.

Science is the strongest tested content area, with 52% of students reaching Meets Grade Level or above in 2026. African American students reached 58% Meets or above in science, Hispanic students reached 50%, and continuously enrolled students reached 59%.

RLA performance was comparatively stable. Campuswide RLA Meets Grade Level or above changed from 42% in 2025 to 40% in 2026, while RLA academic growth changed only slightly from 60% to 59%. EB current and monitored students increased from 34% to 36% Meets or above in RLA and from 54% to 56% in RLA growth.

Johnson's Gifted and Talented students demonstrate high levels of achievement, with 93% reaching Meets or above in RLA, 75% in mathematics, 97% in science, and 83% in social studies. These results indicate a strong foundation for continued rigor, enrichment, and advanced-learning opportunities.

The campus also has established structures that can support instructional improvement, including dedicated PLC time, daily intervention time, common assessments, data analysis processes, and intervention personnel. These structures provide a foundation for strengthening differentiation, reteaching, and progress monitoring.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2 ★	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
3 ★	Mathematics achievement and academic growth declined substantially from 2025 to 2026. Campuswide mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth decreased from 66% to 55%.	Lack of consistent implementation of curriculum, Tier I Instruction, and monitoring of instruction.
4 ★	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.

★ = Priority

School Processes & Programs

Summary

Lady Bird Johnson Middle School has established multiple structures to support teaching, learning, intervention, enrichment, and student well-being. Core-content teachers have a 66-minute embedded PLC, students have a 30-minute daily RTI/intervention block, and teachers use common formative assessments, Data Driven Instruction processes, lesson internalization, HQIM, and student data trackers to identify learning needs and plan instruction. The campus also provides instructional coaching through the Academic Specialist and uses monthly professional learning to strengthen Tier 1 instruction, intervention, and teacher capacity.

Johnson provides a broad range of specialized and enrichment programs. Based on the 2025–2026 Fall PEIMS snapshot, 15.73% of students receive Special Education services, 52.69% are Emergent Bilingual, 39.26% participate in ESL services, 15.60% are identified as Gifted and Talented, and 9.46% receive dyslexia services. Students also have access to technology, robotics, coding, visual arts, athletics, fine arts, clubs, leadership activities, career exploration through Xello, and other enrichment opportunities. The JMS instructional team works collaboratively with our campus guiding coalition, which includes department chairs and specialists. Through the guiding coalition process, the team is able to identify campus areas of improvement and the corresponding campus response. Meetings are held monthly so that issues can be addressed in a timely manner.

Johnson middle school works to retain teachers by building campus culture based on relationships, feeling valued, and planning. The leadership team at JMS works to build relationships with staff members through PLC time, extracurricular event attendance, hallway interaction, staff celebrations, and community events. In order to feel valued, staff must be heard. The JMS leadership team works to gather teacher and staff feedback monthly through guiding coalition meetings and maintain an open door policy. Additionally, through staff recognition, like the Eagle of the Week, the leadership team has the opportunity to celebrate staff members.

Strengths

A significant strength is the campus's protected collaborative and intervention time. The 66-minute PLC provides teachers with regular opportunities to analyze assessment data, plan TEKS-aligned instruction, anticipate misconceptions, and determine instructional responses. The 30-minute daily RTI block provides designated time for reteaching, intervention, enrichment, and extension.

Johnson also has a strong instructional-leadership structure. Administrators, the Academic Specialist, department chairs, PLC leads, intervention staff, and the Guiding Coalition share responsibility for analyzing evidence, supporting teachers, monitoring implementation, and adjusting instructional practices. PLC roles and responsibilities further distribute leadership among teachers rather than concentrating instructional leadership only at the administrative level.

Another strength is the campus's breadth of student opportunities and supports. Students have access to Special Education, EB/ESL, Gifted and Talented, dyslexia, intervention, counseling, PBIS, mentoring, technology integration, athletics, fine arts, clubs, leadership opportunities, robotics, coding, visual arts, and college/career exploration. The VILS technology lab and classroom Chromebook access provide a strong foundation for technology-supported learning.

The campus also demonstrates a continuous-improvement structure through the CNA/CIP process. The Guiding Coalition meets regularly, the Campus Improvement Committee participates in scheduled reviews, and the campus uses assessment, attendance, discipline, walkthrough, and other evidence to monitor progress and consider adjustments.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.
2 ★	The effectiveness of the 30-minute RTI/intervention block varies by teacher and grade level, and students do not consistently experience targeted intervention, enrichment, flexible grouping, and progress monitoring based on identified learning needs.	Inconsistency in the planning ,execution, and monitoring of RTI time.
3	New-to-campus or new-to-district teachers experience varying levels of success implementing Johnson MS instructional systems	Lack of a fully developed, year-round onboarding system with embedded modeling, coaching, and follow-up for new staff.

★ = Priority

Perceptions

Summary

Lady Bird Johnson Middle School demonstrates a generally positive school culture centered on relationships, safety, collaboration, and support. Students and staff report feeling safe and supported, and the campus provides multiple structures intended to strengthen belonging, including visible administrator presence, counseling support, PBIS, mentoring, extracurricular activities, fine arts, athletics, clubs, and student leadership opportunities. Staff also report satisfaction with embedded PLC time, collaboration, leadership visibility, recognition, and professional learning.

The campus has established multiple avenues for parent and community engagement through Campus Improvement Committee meetings, Title I activities, family-engagement events, surveys, stakeholder feedback, and bilingual communication. However, family participation in decision-making remains concentrated among a relatively small, recurring group of families. Parent and student feedback also indicates a need for clearer communication regarding academic expectations, grades, student progress, and available intervention supports.

Student engagement data identify attendance and discipline as areas requiring continued attention. Chronic absenteeism improved from 13.6% in 2023–2024 to 11.2% in 2024–2025, but increased to 12.7% in 2025–2026. Discipline data also show disproportionality: African American students represented 16.6% of enrollment but 22.9% of suspensions during the 2025–2026 reporting period. These patterns indicate that the campus should continue examining student engagement, access to instruction, and the effectiveness of preventive and intervention supports.

Strengths

A major strength is Johnson's positive staff and student culture. Staff report feeling safe, supported, and valued, and the campus maintains an 85% teacher retention rate. Protected PLC time, visible leadership, an open-door administrative approach, staff recognition, collaboration, and professional learning contribute to staff stability and a sense of belonging.

The campus also has strong student-support and engagement structures. PBIS, mentoring, counseling, grade-level expectation resets, Student Success Coach interventions, extracurricular opportunities, fine arts, athletics, clubs, and leadership activities provide students with multiple ways to build relationships and connect to the school community.

Johnson has also established several family and community engagement pathways, including monthly engagement opportunities, CIC and Title I participation, surveys, feedback forms, Spanish interpretation, and bilingual materials. These structures provide a foundation for increasing meaningful family participation in school improvement and student achievement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While communication structures exist, parents and students express a desire for more clarity around academic expectations, grades, and intervention options.	Existing communication focuses heavily on campus events and behavior but lacks depth regarding academic progress and supports.
2	Though families are informed about campus initiatives, engagement in decision-making remains limited to a small, recurring group.	While CIC and Title I invitations are issued, outreach strategies have not been personalized or translated in ways that meaningfully reach the broader parent population.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The effectiveness of the 30-minute RTI/intervention block varies by teacher and grade level, and students do not consistently experience targeted intervention, enrichment, flexible grouping, and progress monitoring based on identified learning needs.	Inconsistency in the planning ,execution, and monitoring of RTI time.
2 ★	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.
3 ★	Chronic absenteeism increased from 11.2% in 2024-2025 to 12.7% in 2025-2026, with 105 of 824 students identified as chronically absent, indicating that the prior year's improvement in attendance was not sustained.	A lack of structured attendance policies focused on around chronic absenteeism and consistent and persistent parent outreach or home visits.
4 ★	While communication structures exist, parents and students express a desire for more clarity around academic expectations, grades, and intervention options.	Existing communication focuses heavily on campus events and behavior but lacks depth regarding academic progress and supports.
5 ★	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
6 ★	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.

7 ★	Mathematics achievement and academic growth declined substantially from 2025 to 2026. Campuswide mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth decreased from 66% to 55%.	Lack of consistent implementation of curriculum, Tier I Instruction, and monitoring of instruction.
8 ★	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.
9 ★	Suspensions affected a substantial portion of the student population during 2025-2026, with 192 students experiencing at least one suspension and 433 total suspension events, indicating repeated loss of instructional time for some students.	There was a lack of consistent implementation and monitoring of classroom management systems and support.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

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

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 51% to 59% by May 2027.
Increase the percentage of SPED students who meet reading MAP growth from 46% to 51% by May 2027.

Evaluation Data Source: MAP data assessment

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
4	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Reading from 40% to 48%. by May 2027.
Increase the percentage of SPED students scoring at meets or above from 19% to 25% by May 2027.

Evaluation Data Source: MAP Data Assessment, DCA Data

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
4	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.

1674

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 3

Increase the percentage of students who score at meets or above in EOC English I from 97% to 100% by May 2027. Combined increase in the percentage of students who score at meets or above on 6-8 RLA and English 1 from 40% to 48% by May 2027.

Evaluation Data Source: MAP Data Assessment, DCA Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 4

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
4	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 39% to 45% by May 2027.
Increase the percentage of SPED students who meet math MAP growth from 37% to 45% by May 2027.

Evaluation Data Source: MAP data assessment

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence

stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
3	Mathematics achievement and academic growth declined substantially from 2025 to 2026. Campuswide mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth decreased from 66% to 55%.	Lack of consistent implementation of curriculum, Tier I Instruction, and monitoring of instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 5

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Math from 31% to 38% by May 2027.
Increase the percentage of SPED students scoring at meets or above from 15% to 21% by May 2027.

Evaluation Data Source: MAP Data Assessment, DCA Data

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
3	Mathematics achievement and academic growth declined substantially from 2025 to 2026. Campuswide mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth decreased from 66% to 55%.	Lack of consistent implementation of curriculum, Tier I Instruction, and monitoring of instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 6

Increase the percentage of students who score at meets or above in Algebra 1 from 95.6% to 100% by May 2027.
Combined increase in the percentage of students who score at meets or above on 6-8 Math and Algebra 1 from 31% to 38% by May 2027.

Evaluation Data Source: MAP Data Assessment, DCA Data

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
3	Mathematics achievement and academic growth declined substantially from 2025 to 2026. Campuswide mathematics Meets Grade Level or above decreased from 40% to 31%, while mathematics academic growth decreased from 66% to 55%.	Lack of consistent implementation of curriculum, Tier I Instruction, and monitoring of instruction.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 7

Increase the percentage of students scoring at MEETS or above on STAAR 8th grade Science from 52% to 60% by May 2027.

Evaluation Data Source: MAP Data Assessment, DCA Data

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 8

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Social Studies from 30% to 35% by May 2027.

Evaluation Data Source: DCA Data

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current Special Education students demonstrate significant achievement and growth gaps, with 19% reaching Meets Grade Level or above in RLA, 15% in mathematics, 13% in science, and 7% in social studies; RLA growth declined from 45% to 37% and mathematics growth declined from 56% to 40%.	Lack of instructional staff capacity in aligning Tier 1 instruction to IEP goals and insufficient progress monitoring systems.
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by 1 level from 26% to 31% by May 2027.

Strategy 1

All teachers will intentionally plan for and implement at least one structured academic conversation strategy from the campus BIG 5 instructional strategies or other campus-trained instructional strategies during daily instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased academic engagement and deeper understanding of content by consistently participating in structured academic conversations. Students will increasingly use academic vocabulary, explain and justify their thinking, respond to the ideas of others, and communicate their understanding using complete, content-specific responses. Consistent implementation across classrooms is expected to strengthen critical thinking, academic language, and student performance on classroom and district assessments.

Staff Responsible for Monitoring: Shaquita Thomas

Problem Statements: Student Learning 2, 4

Formative Reviews

November	February	April	June

Strategy 2

All teachers will intentionally embed writing opportunities across content areas using sentence stems and other appropriate scaffolds to support students in communicating their understanding of content. Writing opportunities will require students to explain, justify, summarize, or support their thinking using academic vocabulary and content-specific evidence.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to communicate their understanding through writing by using academic vocabulary, complete sentences, and content-specific evidence to explain and justify their thinking. Consistent writing opportunities and sentence stems across content areas will strengthen students' written responses, deepen content understanding, and support improved performance on classroom assessments, MAP, STAAR, and TELPAS.

Staff Responsible for Monitoring: Caroline Gaea

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Current Emergent Bilingual students demonstrate achievement gaps across all tested content areas, with 26% reaching Meets Grade Level or above in RLA, 19% in mathematics, 33% in science, and 15% in social studies. Mathematics achievement declined from 31% to 19%, while mathematics growth declined from 64% to 48%.	Inconsistent use of EB-specific instructional strategies and limited access to scaffolded, language-rich instruction across all core content areas.
4	The campus earned a Closing the Gaps score of 62 (D), with multiple student groups not meeting academic achievement and growth targets and current Emergent Bilingual students demonstrating a TELPAS progress rate of 26%, below the 2026 target of 30%.	Inconsistent monitoring of academic success of student groups and creating a plan of action.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instructional priorities, HQIM implementation, and data-driven instructional practices are not implemented consistently across all grade levels and content areas, resulting in variation in students' instructional experiences across classrooms.	Lack on inconsistent monitoring & feedback of Tier I instructional practices.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 12.7% to 10% by May 2027.
Decrease the number and percentage of African American students from 19% to10% by May 2027.

Evaluation Data Source: Cognos reports to monitor absences.

Strategy 1

The campus will implement a tiered attendance monitoring and intervention system to identify students at risk of chronic absenteeism early and provide timely, individualized supports. Attendance data will be reviewed regularly, with specific monitoring of African American students, and campus staff will conduct student and family outreach to identify barriers, develop attendance improvement plans, connect families with appropriate supports, and recognize improved and consistent attendance.

Strategy's Expected Result/Impact: Students identified as at risk for chronic absenteeism will receive earlier and more targeted interventions, resulting in improved attendance and increased instructional time

Staff Responsible for Monitoring: Abigail Lopez

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism increased from 11.2% in 2024-2025 to 12.7% in 2025-2026, with 105 of 824 students identified as chronically absent, indicating that the prior year's improvement in attendance was not sustained.	A lack of structured attendance policies focused on around chronic absenteeism and consistent and persistent parent outreach or home visits.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for Hispanic students that are disportionally referred for disiciplinary action from from 71% to 50% by May 2027.
Decrease the number of discretionary referrals for Hispanic students from 71% to 50% by May 2027.

Evaluation Data Source: Cognos reports to identify discipline referrals

Strategy 1

The campus will implement a targeted mentoring program for students identified through discipline data as demonstrating repeated discretionary referrals and/or exclusionary disciplinary consequences. Identified students will be paired with a designated staff mentor who will conduct consistent check-ins focused on relationship building, goal setting, problem-solving, self-management, and positive decision-making. Mentors will monitor students' behavioral progress, celebrate improvement, and collaborate with teachers, administrators, counselors, and families as needed to address barriers and provide individualized support.

Strategy's Expected Result/Impact: Identified students will develop stronger connections with trusted adults, improve self-management and decision-making skills, and demonstrate a reduction in repeated disciplinary incidents. Increased mentoring and early intervention will result in fewer discretionary referrals and fewer removals from instruction

Staff Responsible for Monitoring: Tiffany Walker

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Suspensions affected a substantial portion of the student population during 2025-2026, with 192 students experiencing at least one suspension and 433 total suspension events, indicating repeated loss of instructional time for some students.	There was a lack of consistent implementation and monitoring of classroom management systems and support.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

At least 1 CAMPUS GENERATED PO. All campuses must have at least 1 parent involvement activity a month by May 2027

Evaluation Data Source: Attendance sheets, event flyers

Strategy 1

The campus will schedule out campus events per quarter during our weekly leadership meetings.

Strategy's Expected Result/Impact: Host an event each month as outreach to families

Staff Responsible for Monitoring: Tiffany Walker

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While communication structures exist, parents and students express a desire for more clarity around academic expectations, grades, and intervention options.	Existing communication focuses heavily on campus events and behavior but lacks depth regarding academic progress and supports.

State Compensatory Education

State Compensatory

Budget for Lady Bird Johnson Middle School

Total SCE Funds: $18,624.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Lady Bird Johnson Middle School, we are dedicated to providing the highest quality education for all our students and we recognize that some students may face particular challenges in their academic journey. Lady Bird Johnson Middle School receives $18,624 in State Compensatory Education (SCE) funding to support at-risk students. These funds are allocated to provide essential supplies and instructional materials that directly contribute to improving academic outcomes and engagement for identified students. The resources purchased with SCE funds are strategically selected to support intervention programs, enhance Tier 1 instruction, and remove barriers to learning throughout the school year. The use of these funds aligns with the campus's commitment to equity and closing achievement gaps among at-risk populations, particularly students in Special Education, Emergent Bilinguals, and those with chronic absenteeism or academic failure.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The comprehensive needs assessment (CNA) process is critical to building a campus plan structured around continuous improvement. The CNA process acts to identify and systematically address the campus strengths and weaknesses. Key areas of focus include schoolwide campus culture routines and instructional practices. Ultimately, building a comprehensive plan requires a collaborative effort by the campus guiding coalition; a group consisting of department chairs, content leads, and campus instructional leadership. This document outlines the step-by-step process of how the school conducts its needs assessment.

1. Summer Planning Sessions:

- One summer planning session was held. Discussion focused on two main areas:

    1. Campus operational and culture routines - best practices were reviewed and areas in need of improvement were identified.
    2. Campus instructional priorities - Through the PLC process, the leadership team will actively pursue improvement in authentic academic conversations through preplanned questions, writing with purpose across all contents, and build meaningful data and intervention through weekly CFAs.

3. Monthly Leadership Coalition Meetings (Ongoing):

- The guiding coalition meets monthly to discuss, review, or implement initiatives unique to the campus. Additionally, the guiding coalition monitors the progress of identified areas of improvement, refines strategies, and introduces new initiatives when necessary.

4. Data Collection and Analysis:

- Data is used to facilitate the guiding coalition assessment process. The data reviewed includes: climate surveys, classroom observations, campus, district, and state academic assessments.
- Data is analyzed to identify trends, areas of concern, and opportunities for growth.

5. Stakeholder Involvement:

- The needs assessment process may involve input from various stakeholders, including teachers, students, parents, and community members. Input from these groups is collected through surveys, meetings, and open forums.

6. Action Planning:

- Action plans are created by the the guiding coalition.
- The guiding coalition uses climate surveys, campus, district, and state academic assessment data to identify strength and weaknesses.
- These action plans are designed to be specific, measurable, achievable, relevant, and time-bound (SMART).

7. Implementation and Monitoring:

- The campus leadership team implements the action plans, and the guiding coalition oversees their execution.
- Progress is continuously monitored, and adjustments are made as needed.

8. Evaluation and Feedback:

- Periodic evaluations are conducted to measure the impact of implemented initiatives.
- Feedback is gathered from stakeholders to assess the effectiveness of the changes made.

9. Continuous Improvement:

- The school's needs assessment process is ongoing and cyclical.

- Findings and lessons learned are used to inform future assessments and improvement initiatives.

The school's needs assessment process is a dynamic and collaborative approach that involves multiple stakeholders. It ensures that the school continuously strives to improve and provides a high-quality educational experience for all its students.

1.2 Location for Evidence of Multiple Meetings Held

The campus improvement plan (CIP) is a collaborative effort that involves the expertise and input of the campus guiding coalition and members of the campus improvement committee (CIC). The CIC is composed of individuals from various roles and backgrounds, all committed to enhancing our educational institution. Ultimately, the CIC is developed with the valuable contributions of these dedicated committee members. Their diverse perspectives and expertise help shape the strategic initiatives aimed at improving the educational experience for our students and the overall performance of the school. Here are the members of the Campus Improvement Committee:

LaTasha Whitaker, Principal

Courtney Putman, District Representative

Alyssa Wilken, RLA Teacher

Stacy Galvan, Science Teacher

LaTonya Johnson, Social Studies Teacher

Our scheduled meeting dates for this school year are:

- October 29
- December 10
- February 25
- April 29

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The campus needs assessment will be monitored and reviewed throughout the year by both the campus improvement committee (CIC) and the JMS guiding coalition during a series of scheduled meetings. These meetings work to ensure our improvement strategies are being effectively implemented. The CIC will meet on Tuesday, October 29, 2026, focusing on welcoming new members and discussing Campus Improvement Committee (CIC) matters. Subsequent meetings are follows: December 10, 2026, February 25, 2027, April 29, 2027, each running from 4:00PM to 5:00 PM in the Johnson Middle School Library.

The guiding coalition will also play a vital role in monitoring the campus needs assessment. The guiding coalition will meet on the following dates: July 29, 2026, August 10, 2026, September 2, 2026, October 25, 2026, November 19, 2026, December 16, 2026, January 21, 2027, February 18, 2027, March 11, 2027, and May 13, 2027 . These meetings will provide an opportunity to assess our progress, address emerging needs, and ensure that our CIP aligns with the evolving requirements of our educational community. It is through this regular review and monitoring process that we remain dedicated to enhancing the educational experience at Johnson Middle School.

2.2 Stakeholders 1114(b)(2)

Lady Bird Johnson Middle School involves key stakeholders in the development, implementation, and review of the Campus Improvement Plan. Stakeholders include campus administrators, teachers, staff, parents/guardians, community members, and other appropriate representatives. Their input is used to review campus data, identify needs, establish priorities, and monitor progress toward campus goals. Stakeholder participation helps ensure the plan reflects the needs of students and the school community.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Lady Bird Johnson Middle School's Campus Improvement Plan is made available to parents, staff, and community members electronically through the campus/district website and in printed format upon request at the campus. The campus provides information in a format and language that families can understand and provides translation or interpretation support, as appropriate, to ensure meaningful access for families whose primary language is not English.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

All documentation related to the development, monitoring, and evaluation of the Schoolwide Title I Program at Lady Bird Johnson Middle School is securely maintained in the CIP Documentation Binder, located in the campus administrative office. This includes sign-in sheets, agendas, meeting notes, stakeholder feedback forms, and data analysis artifacts used during the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) development process.

Program effectiveness is reviewed semiannually through Formative Review cycles, with meeting notes and reflection summaries captured and housed within the CIP under designated Formative Review sections. These reviews focus on progress toward performance objectives, effectiveness of instructional and intervention strategies, and any mid-year adjustments needed.

An annual evaluation of the Schoolwide Program Plan is conducted during the end-of-year Summative Review meeting, typically held in May. This meeting includes analysis of state assessment results, MAP growth data, TELPAS, attendance and behavior trends, and perception surveys. The findings are documented in the Summative Review section of the CIP and used to identify next steps and emerging needs.

Results from both formative and summative reviews are incorporated into the following year's CNA process to ensure alignment between data trends, stakeholder input, and campus priorities. This continuous improvement cycle ensures that the Schoolwide Program remains data-driven, student-centered, and aligned with federal and state expectations.

Title I Personnel

Name	Position	Program	FTE
Judene Hemphill	Intervention Specialist		1
Leticia Castanon	T-I Parent Liaison		1
Sabrina Corbins	T-I General Aide		1
Tiffany Walker	Student Success Coach		1

Irving Independent School District

Lamar Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

1699

Generated by Plan4Learning.com
October 09, 2026 at 09:23 AM

Mission Statement

Lamar Middle School’s purpose is to cultivate conditions in which all students learn at high levels, achieve personal growth, and acquire the 21st Century Skills needed to be successful adults.

Vision

Learning, growing, belonging for all

Value Statement

We will be dedicated to high expectations for all students and staff.

We will demonstrate engaging, relevant, and rigorous instruction in all academic areas.

We will honor and respect all students and their personal and cultural diversities.

We will commit to a partnership of shared responsibilities for the education of each student among the students, educators, parents, and the community.

We will create an environment which promotes each child’s potential and ability to learn.

We will promote experiences and activities that nurture and positively affect the social, emotional, and academic development of each student.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 12

Perceptions 15

Priority Problem Statements 18

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 24

Student Data: Behavior and Other Indicators 24

Employee Data 25

Parent/Community Data 25

Support Systems and Other Data 26

Goals 27

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 28

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 51

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 55

State Compensatory Education 56

Budget for Lamar Middle School 57

Title I Summary 58

Title I 59

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 59

1.1 Description of CNA Process 59

1.2 Location for Evidence of Multiple Meetings Held 59

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 60

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 60

2.2 Stakeholders 1114(b)(2) 61

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 62

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 62

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 62

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 62

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 62

Title I Personnel 63

Committees 64

Campus Improvement Committee 65

Meeting Logs 65

Members 65

Guiding Coalition 65

Meeting Logs 66

Members 66

Comprehensive Needs Assessment

Demographics

Summary

Lamar Middle School, located in Irving ISD, opened the 2026-2027 school year with 708 students in grades 6-8 (233 sixth graders, 219 seventh graders, and 256 eighth graders). Enrollment rose sharply from 657 in 2024-2025 to 753 by the end of 2025-2026, then settled at 708 this fall. Early-year stability improved markedly: 91.0% of current students were enrolled by the first day and 98.7% within the first 30 days, up from 83.1% and 87.9% last year. The campus is led by Principal Eric Ogle and operates as a Title I Schoolwide Program campus.

The student population is 85.3% Hispanic/Latino, 6.8% White, 4.2% Black/African American, 1.7% Asian, 1.3% Two or More Races, and 0.7% American Indian/Alaska Native. The campus is 46.0% female and 54.0% male, a modest shift from 48.3% female last year.

Special population enrollment has grown substantially since last year's plan. Economically Disadvantaged students make up 86.7% of enrollment. Emergent Bilingual (EB) students now make up 66.2% (up from 52.7%), and 36%–49% of students are served in Bilingual/ESL programming depending on program type. Special Education enrollment has grown from 11.2% to 16.4%. Gifted & Talented students make up 25.3% (up from 24.3%), and At-Risk students remain the large majority at 77.3%. Immigrant students have grown from 3.8% to 5.6%, and students experiencing homelessness from 1.2% to 2.0%.

Average class sizes at Lamar run larger than district and state averages in most core areas. In 2024-2025, Grade 6 averaged 24.7 students (district 22.1, state 19.8). English/Language Arts averaged 21.0 (district 20.0, state 16.4), Mathematics 24.3 (district 22.4, state 17.8), Science 24.1 (district 24.2, state 18.9), and Social Studies 25.5 (district 23.7, state 18.9). The overall ratio of 14.8 students per teacher was slightly below the district (15.5) and state (15.0). This reflects staffing in electives, fine arts, and special programs rather than smaller core classes. With enrollment and the Special Education and EB populations both growing, core class sizes deserve continued monitoring.

Lamar's work is supported by a broad base of stakeholders. These include campus staff, students, families, and the Campus Improvement Committee (CIC), which brings in community members and local business owners alongside campus staff and families. Support staff include two counselors, a Student Success Coach, a Title I parent liaison, and a Title I math and literacy intervention specialist. Lamar also partners with Youth 180 and King's Church to extend support for students and families beyond the school day. Students experiencing homelessness are served through the district's Project PASS program, which provides McKinney-Vento consultation, child nutrition support, school supplies, clothing, and community agency referrals.

Attendance remains a relative strength. Lamar's attendance rate was 95.3% in 2024-2025 (95.6% in 2023-2024), above both the district (94.8%) and the state (93.9%). Monthly data shows a consistent pattern each year: attendance opens near 97% in August and dips in November, January, and May. Eighth grade is consistently the lowest, falling to 92.7% in January 2026. Grade-level attendance in 2025-2026 averaged roughly 95.6% in sixth grade, 95.3% in seventh, and 94.9% in eighth, essentially flat from 2024-2025. The 2026-2027 year has opened strong, at 96.1%–97.6% across grades in August and September.

Chronic absenteeism, however, is rising. It climbed from 10.6% in 2023-2024 to 13.2% in 2024-2025. That remains below the district (15.2%) and state (18.0%), but it is an increase of 2.6 points. Rates were highest among Special Education students (23.8%), African American students (23.7%), and White students (22.7%). The rate for Economically Disadvantaged students was 13.6%, and EB students had the lowest rate of any reported group at 10.1%.

Tardy data is not currently tracked at the campus level, so the campus cannot yet analyze tardiness trends by grade level, class period, or student group. This is an identified data gap for the 2026-2027 needs assessment.

Lamar's annual dropout rate for grades 7-8 was 0.4% in 2023-2024 (0.0% in 2022-2023). This was slightly above the district (0.2%) and below the state (0.7%).

Student mobility at Lamar is lower than average, but enrollment turnover is significant. In 2023-2024, 12.4% of students (90) were mobile, below the district (16.9%) and state (16.4%). Mobility was higher among EB students (14.1%) and lower among Economically Disadvantaged (11.3%) and Special Education students (5.2%). Student attrition was 9.6%, about half the district (20.8%) and state (18.0%) rates. Even so, about one in four students who enrolled at Lamar during the year withdrew before year's end: 24.0% in 2024-2025 and 24.6% in 2025-2026. August is consistently the largest point of loss, with net enrollment declines of 41, 69, and 67 students in each of the last three Augusts. About 3% of tested students were excluded from 2025 STAAR

accountability as mobile, compared with 6% in 2024.

Discipline counts rose for a second consecutive year. Behavior infractions increased from 946 in 2024-2025 to 1,061 in 2025-2026 (+12%), and suspensions from 319 to 353 (+11%), missing the target of 303 or fewer. Because enrollment grew at a similar pace, per-student rates held roughly flat (about 1.4 infractions and 0.47 suspensions per enrolled student). The rate never meaningfully declined, though, and the share of students with at least one infraction reached 14.4% in April 2025. Early 2026-2027 data is encouraging: August–September infractions are down from 118 to 84 compared with the same period last year.

Advanced coursework remains a clear strength. Students taking Algebra I, Biology, and English I End-of-Course exams have performed at or near 100% Approaches Grade Level or above for three consecutive years (98% in Algebra I in 2025). Performance at the Masters level grew substantially in 2024-2025, from 20.8% to 56.5% in Algebra I and from 69.6% to 87.5% in Biology.

Strengths

- Cultural and linguistic diversity (85% Hispanic/Latino, 65% Emergent Bilingual) provides a strong foundation for bilingual/bicultural programming and family engagement strategies built around the campus's dominant home languages.
- Gifted & Talented identification continues to grow (25.0% of students), reflecting strong potential for expanded advanced coursework and enrichment.
- 100% Title I Schoolwide Program status ensures every student has access to federally funded interventions, extension programs, and family engagement supports.
- Algebra I, Biology, and English I End-of-Course proficiency has been sustained at 100% for three straight years, across every subgroup including EB, SPED, and Economically Disadvantaged students — proof that Lamar's advanced/on-grade coursework model works when students reach it.
- The share of standard-certified instructional staff improved year-over-year (about 61% to 67%), reflecting the impact of recruitment and retention efforts.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Campus-wide behavior infractions increased from approximately 946 in 2024-2025 to 1,061 in 2025-2026 (+12%), and in/out-of-school suspensions increased from 319 to 353 (+11%), missing last year's target to reduce suspensions to 303.	Ownership of behavior change remains concentrated with classroom teachers rather than being shared with students, families, and a campus-wide, consistently applied behavior system; a 2025-2026 staff survey found teacher input into behavior policy actually declined 8 points to 46% even as incidents rose.
2	The share of students who are Emergent Bilingual (52.7% to 65.5%) and in Special Education (11.2% to 16.4%) has grown substantially in a single year, while STAAR Mathematics proficiency for these same groups declined.	Tier 1 and Tier 2 instructional capacity, co-teaching support, and intervention staffing have not scaled at the same pace as the growth in EB and Special Education enrollment.
3 ★	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

★ = Priority

Student Learning

Summary

STAAR performance moved in different directions across subjects in 2025-2026. Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide, with 2025-2026 Approaches+ at 63%. Reading proficiency also declined: Meets Grade Level or above fell from 49% to 45% campus-wide, with 2025-2026 Approaches+ at 67%. In contrast, Science proficiency rose from 70.6% to 71.2% (Meets+ up from 44.7% to 48.2%), and Social Studies proficiency rose from 36.4% to 38.5% (Meets+ up from 13.2% to 19.0%).

By grade level, Reading proficiency dropped in every grade — 6th grade fell 10.3 points (65.2% to 54.9%), 7th grade fell 5.9 points (69.0% to 63.1%), and 8th grade fell 4.3 points (74.3% to 70.0%). In Mathematics, 7th grade proficiency has been essentially flat and very low for two straight years (17.4% in 2024-2025, 17.1% in 2025-2026), while 8th grade fell 6.3 points (79.3% to 73.0%) and 6th grade grew slightly (60.3% to 60.9%).

Advanced coursework remains a clear strength: Algebra I, Biology, and English I End-of-Course proficiency held at 100% (Approaches+) for the third straight year, across every subgroup, including Emergent Bilingual, Special Education, and Economically Disadvantaged students, and Masters-level performance on these EOCs continues to climb (Algebra I Masters rose from 56.5% to 60.9%; Biology Masters rose from 87.5% to 90.0%).

On the state's projected 2025-2026 accountability ratings, Lamar's Student Achievement (Domain 1) rating is a C (73), Closing the Gaps (Domain 3) is a C (76) — with Academic Achievement and Student Success components both scoring near 37-56%, while English Language Proficiency scored 100% — and School Progress (Domain 2) is a B (Academic Growth: C/70; Relative Performance: B/82).

-

STAAR performance moved in different directions across subjects in 2025-2026. Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide, with 2025-2026 Approaches+ at 63%. Reading proficiency also declined: Meets Grade Level or above fell from 49% to 45% campus-wide, with 2025-2026 Approaches+ at 67%. In contrast, Science proficiency rose from 70.6% to 71.2% (Meets+ up from 44.7% to 48.2%), and Social Studies proficiency rose from 36.4% to 38.5% (Meets+ up from 13.2% to 19.0%).

By grade level, Reading proficiency dropped in every grade — 6th grade fell 10.3 points (65.2% to 54.9%), 7th grade fell 5.9 points (69.0% to 63.1%), and 8th grade fell 4.3 points (74.3% to 70.0%). In Mathematics, 7th grade proficiency has been essentially flat and very low for two straight years (17.4% in 2024-2025, 17.1% in 2025-2026), while 8th grade fell 6.3 points (79.3% to 73.0%) and 6th grade grew slightly (60.3% to 60.9%).

MAP Growth data over the past three years show a more encouraging trend. The share of Lamar students meeting their Fall-to-Spring MAP growth projection has risen in both subjects. In Reading, the campus moved from roughly 38% of students meeting projection in 2023-2024 to 45% in 2024-2025 and 54% in 2025-2026. Every grade finished the three-year period higher than it started: 6th grade rose from 32% to 41% to 51%, 7th grade from 38% to 51% to 58%, and 8th grade from 44% to 43% to 52%. Median conditional growth percentiles followed the same pattern, climbing from 24 to 48 in 6th grade and from 38 to 61 in 7th grade, meaning 7th graders grew faster than most academically similar peers nationally. Math growth improved more modestly, from about 37% of students meeting projection in 2023-2024 to 41% in 2024-2025 and 44% in 2025-2026. 8th grade made the largest gain (33% to 41% to 51%; median growth percentile 32 to 41 to 48), and 6th grade improved from 38% to 42%. 7th grade Math is the exception: after rising from 41% to 44%, it slipped to 39% in 2025-2026, with a median growth percentile of 35, the lowest of any grade or subject this year. This is consistent with both the STAAR results and the Winter 2026 MAP checkpoint, where 7th grade Math was the only group growing well below expectations (1 RIT point observed vs. 3.4 projected). Taken together, rising MAP growth alongside declining STAAR proficiency suggests many students are growing at typical rates from where they start, but not fast enough to close the gap to grade level. This is especially notable in 6th grade Reading, where growth improved substantially even as STAAR proficiency fell 10.3 points.

Advanced coursework remains a clear strength: Algebra I, Biology, and English I End-of-Course proficiency held at 100% (Approaches+) for the third straight year, across every subgroup, including Emergent Bilingual, Special Education, and Economically Disadvantaged students, and Masters-level performance on these EOCs continues to climb (Algebra I Masters rose from 56.5% to 60.9%; Biology Masters rose from 87.5% to 90.0%).

On the state's projected 2025-2026 accountability ratings, Lamar's Student Achievement (Domain 1) rating is a C (73), Closing the Gaps (Domain 3) is a C (76) — with Academic Achievement and Student Success components both scoring near 37-56%, while English Language Proficiency scored 100% — and School Progress (Domain 2) is a B (Academic Growth: C/70; Relative Performance: B/82).

Strengths

- Algebra I, Biology, and English I End-of-Course proficiency sustained at 100% (Approaches+) for a third consecutive year, across every subgroup, with rising Masters-level performance.
- Science and Social Studies both improved year-over-year in both Approaches+ and Meets+ measures, reversing a longer decline in Social Studies.
- TELPAS Listening proficiency rose to 94.6%, the strongest performance among the four TELPAS domains and an improvement of 3.1 points.
- The campus's English Language Proficiency component scored 100% on the state's 2025-2026 Closing the Gaps calculation — the strongest of all four Closing the Gaps components.
- Gifted & Talented participation (25.0%) reflects continued academic rigor and a pipeline of high-achieving students who can anchor peer learning and advanced coursework.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide (2025-2026 Approaches+ stands at 63%); 7th grade Math proficiency has been effectively flat at approximately 17% for two consecutive years.	Tier 1 and Tier 2 math instruction is not consistently student-centered -- planned with purposeful questioning, differentiated for all levels of learners, and adjusted based on data-driven instruction (DDI) protocols -- and progress-monitoring of DDI action steps has not been implemented with fidelity, a root cause carried forward from last year that current results show was not fully resolved.
2 ★	STAAR Reading proficiency declined in every grade level (6th: -10.3 pts; 7th: -5.9 pts; 8th: -4.3 pts), with campus-wide Meets+ falling from 49% to 45% (2025-2026 Approaches+ stands at 67%).	As with Math, Tier 1 and Tier 2 reading instruction is not consistently student-centered or differentiated, and the data-meeting protocols intended to translate formative and MAP data into next-day instruction are not being used with the intended consistency or speed.
3 ★	TELPAS Writing proficiency for Emergent Bilingual students fell sharply in 6th grade (-11.0 points) and 7th grade (-16.9 points), and overall TELPAS composite proficiency fell from 56.2% to 52.1%.	Core-content and RLA classrooms are not consistently embedding the language-development scaffolds (sentence stems, structured academic writing routines, and the district's Extended Constructed Response pre-writing resources) that Emergent Bilingual students need to produce grade-level writing.
4 ★	Although Science and Social Studies proficiency improved, a majority of students in both subjects still do not reach Meets Grade Level (Social Studies Meets+ is only 19.0%; Science Meets+ is 48.2%).	As in Math and Reading, daily formative assessment and DDI/data-meeting protocols in Science and Social Studies are not yet implemented with full fidelity, limiting how quickly instruction is adjusted to close remaining gaps.

★ = Priority

School Processes & Programs

Summary

Lamar's master schedule remains a foundational strength: all core content teachers have dedicated minutes of department-level PLC time daily, and the schedule includes a dedicated RTI time period five days a week for intervention and extension, grouped based on ongoing needs analysis. Lamar remains the only Irving ISD middle school with an award-winning Academic UIL program and the only middle school nationally with a Technology Student Association chapter competing against high schools. The Verizon Innovative Learning partnership continues to provide a dedicated STEM lab space in coordination with Arizona State University, and the Fine Arts department continues to perform at top levels in UIL competition.

Campus recruitment and staffing follow the district staffing allotment, with positions projected from enrollment trends so that staffing needs are identified before vacancies affect instruction. The campus interviews and hires highly qualified teachers through a structured selection process [add any campus specifics, e.g., interview committee composition, performance tasks, or job fair participation], prioritizing certification alignment for high-need areas such as bilingual/ESL and Special Education given this year's growth in EB and SPED enrollment.

Once hired, teachers are supported through a year-round system for new and struggling teachers. New teachers are paired with mentors through the campus mentoring program, and all teachers have access to instructional coaching cycles and ongoing professional development led by the campus Academic Specialist. Teachers who are struggling receive targeted coaching and, when needed, a formal improvement plan with defined goals, supports, and progress checkpoints. Because PLC time is built into the daily schedule, coaching and PD can be reinforced through department collaboration rather than delivered in isolation.

The 2025-2026 'Toss, Tweak, Treasure' staff feedback process again surfaced many of the same operational concerns raised the prior year: dismissal-time consistency across staff, hallway behavior and loitering, lunch-exit supervision, Chromebook management and excessive warnings, resetting tardy-station expectations each six weeks, faculty meeting accountability, and standardizing ISS procedures for handling student work. The near-identical list of concerns two years running suggests that campus routines are being launched but not sustained through a fidelity-check cycle.

School safety is monitored and addressed through [describe campus systems, e.g., the campus safety/threat assessment team, scheduled emergency drills, supervision duty assignments, anonymous reporting tools, and review of discipline and incident data]. Several of the recurring Toss, Tweak, Treasure concerns (hallway loitering, lunch-exit supervision, and dismissal consistency) are themselves supervision and safety issues, which reinforces the need for a fidelity-check cycle on these routines.

The Counselor Guidance Curriculum provides the campus's core student support programming. It includes bullying, drug, and violence prevention lessons; college and career readiness programs that build students' awareness of post-secondary pathways, including the advanced coursework and CTE opportunities already available at Lamar; and student transition supports for incoming 6th graders and outgoing 8th graders moving to high school [add specifics, e.g., 5th-grade visits, orientation, 8th-grade course selection]. Historically, campus bullying data shows [insert reported bullying incidents by year, e.g., 2023-24, 2024-25, 2025-26]. Read alongside the second consecutive year of rising infractions and suspensions, this data underscores the importance of prevention programming that is consistently delivered and measured for impact.

A first-time Teacher and Staff Climate Survey in Spring 2026 found the campus's instructional leadership infrastructure is a genuine strength — Feedback and Coaching, School Leadership, and Staff-Leadership Relationships all rank around the 90th percentile nationally, and Professional Learning ranks around the 80th percentile. However, Well-Being ranks only around the 30th percentile for teachers and 40th percentile for school staff, with teacher hopefulness falling 14 points to 57% and worry rising 9 points to 61%. Within the same survey, teacher input into student behavior policy fell 8 points to 46%, the lowest-scoring item on the survey, at the same time infractions and suspensions were rising.

RTI/PRIDE-time interventions remain inconsistently defined: last year's plan identified a lack of clarity between Tier 2 and Tier 3 strategies and a shortage of progress-monitoring tools, and this year's larger EB and SPED population increases the stakes of resolving that ambiguity.

Strengths

- A protected, dedicated intervention/extension period (RTI/PRIDE time) four days a week, with regrouping based on ongoing needs analysis.
- At least 60 minutes of core-content PLC time weekly for every core teacher, providing a structural foundation for the data-meeting protocols the campus needs to strengthen.
- Extracurricular academic programs (Academic UIL, Technology Student Association) and a strong Fine Arts UIL program that build student engagement and campus pride.
- Instructional leadership and feedback systems that rank in approximately the 80th-90th percentile nationally on the Spring 2026 staff climate survey — coaching, evaluation, and leadership relationships are clear strengths to build on.
- The Verizon Innovative Learning Demonstration School designation and partnership with Arizona State University providing a dedicated STEM lab experience.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The 2025-2026 'Toss, Tweak, Treasure' staff survey raised nearly the same list of operational inconsistencies (dismissal consistency, hallway behavior, lunch-exit supervision, Chromebook management, tardy-station resets, faculty meeting accountability, ISS procedures) that the 2024-2025 survey raised, indicating last year's fixes did not fully take hold.	The campus launches new routines and training (e.g., RISE practices, the Classroom Management Hierarchy) but has no formal mid-year fidelity-check and re-launch cycle to sustain them once initial training and momentum fade.
2	Teacher-reported input into student behavior policy fell 8 points to 46% -- the lowest score on the Spring 2026 staff climate survey -- during the same year that infractions rose 12% and suspensions rose 11%.	Behavior-system decisions are made primarily by campus administration without a structured, recurring feedback loop that brings the teachers implementing the system daily into its design and refinement.
3 ★	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4 ★	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

★ = Priority

Perceptions

Summary

The Spring 2026 Student Climate Survey shows real cause for concern: School Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally, and all four surveyed topics declined from the prior administration. Only 26% of students responded favorably about School Climate (down 7 points), and only 21% reported that teachers seem excited to teach (down 9 points). Only 40% responded favorably about Valuing of School, with just 18% of students saying they use ideas from school in their daily life. On a brighter note, School Safety ranks the highest of the four topics (around the 30th percentile, 76% favorable on the online-bullying item), and 70% of students say doing well in their classes is personally important to them, despite declining engagement with the content itself.

The Spring 2026 Parent and Family Climate Survey shows families value their relationships with staff (81% report respectful treatment, trust up 4 points to 75%) and prioritize attendance (85% favorable, with 93% confidence their child will maintain good attendance), and School-Family Communication held steady at 77%. But Family Efficacy ranks around the 10th percentile nationally — families do not feel confident supporting their child's learning at home, and connecting with other parents dropped 6 points to just 30% favorable. Family Engagement overall is critically low and falling: only 13% favorable (down 5 points), with in-person teacher meetings at just 4% (down 6 points) and school visits down 13 points to 16%. Families also reported a decline in children's enjoyment of school (down 8 points to 51%) and rising concern about online bullying (down 8 points to 64% favorable) and school violence (only 30% favorable, down 4 points).

The Spring 2026 Teacher and Staff Climate Survey confirms the campus's instructional leadership is a real strength (Feedback and Coaching, School Leadership, and Staff-Leadership Relationships around the 90th percentile), but Well-Being is a clear concern, ranking around the 30th percentile for teachers and 40th for staff — teacher hopefulness fell 14 points to 57% and worry rose 9 points to 61%. Teacher input into student behavior policy fell 8 points to just 46%, the survey's lowest score.

Staff attendance is an emerging concern that aligns with the Well-Being data. Teachers averaged approximately 12.6 days absent in 2025-2026 (617 total days across 49 teachers), compared with approximately 13.0 days in 2024-2025 (570.5 days across 44 teachers). The distribution is more concerning than the average: 69% of teachers (34 of 49) missed more than 10 days in 2025-2026, up from 59% the prior year, and 13 teachers (27%) missed more than 15 days. Absences cluster at the end of the week. Thursdays and Fridays accounted for 48% of all 2025-2026 teacher absences, and Fridays alone account for 33% of 2026-2027 absences to date. Early 2026-2027 data is encouraging: through late September, 15 of 56 teachers have zero absences and all remaining teachers have 5 days or fewer (82 total days, about 1.5 days per teacher).

Parent participation remains the campus's weakest area. Beyond the 13% Family Engagement favorability, only 4% of families report in-person meetings with teachers and only 16% report visiting the school. Families do respond reliably to form-based and administrative requests (for example, 92.7% of students have counseling consent on file). However, that compliance has not translated into active participation in campus events or learning-focused partnerships. The campus has a Title I Parent Liaison to support outreach. Community participation is anchored by partnerships with Youth 180 and King's Church, and community members and local business owners serve on the Campus Improvement Committee. [Insert family event attendance/sign-in rate for 2025-2026 here.]

Student attendance has shown a strong start to 2026-2027 (96%+ across all grades in August/September), building on steady multi-year improvement (94.0% in 2022-2023 to 95.6% in 2023-2024 and 2024-2025), but the campus's 2025-2026 chronic absenteeism and suspension targets were both missed, and attendance still falls short of the campus's long-term goals.

Attendance disaggregated by grade level shows 8th grade as the consistent low point. Annual averages were approximately 95.8% (2024-2025) and 95.6% (2025-2026) for 6th grade, 95.3% both years for 7th grade, and 94.9% both years for 8th grade. 8th grade attendance fell to 92.7% in January 2026 and 93.1% in May 2026. Every grade level drops below 95% in late spring, which matches the spring rise in infractions and suspensions. The early 2026-2027 data shows the same pattern beginning. 7th grade leads at 97.3% in September, while 8th grade had the steepest August-to-September decline, from 97.2% to 96.1%.

Student mobility also affects attendance: 120 students withdrew in August 2026 alone, and 15.9% of all students enrolled this year have already withdrawn. Lamar's population is 86.7% economically disadvantaged, 45.1% Emergent Bilingual, 16.4% Special Education, and 77.3% at-risk, with 14 students identified as experiencing homelessness. Given this profile, attendance monitoring by student group is essential to meeting the chronic absenteeism goal. [Insert attendance rates by ethnicity, EB, SPED, and Econ Dis here.]

Stakeholders are engaged in the campus vision, mission, and goals through several structures. The Campus Improvement Committee includes [staff, parents,] community members, and local business owners. It reviews the comprehensive needs assessment and approves the Campus Improvement Plan. Annual climate surveys gather input from students, families, teachers, and staff, and those results directly shaped four new Performance Objectives this cycle: TELPAS Writing, infraction reduction, staff well-being and behavior-policy input, and Family Engagement favorability. Staff are united around the 2026-2027 theme "Multiply the 1%" and the instructional focus "Evidence of learning before we move on." Both are aligned to Irving ISD's three Instructional Priorities and to the campus goals of moving from a B to an A accountability rating and eliminating chronic absenteeism. The survey data shows, however, that stakeholders are better informed than they are involved. Only 46% of teachers feel they have input into student behavior policy, and only 13% of families respond favorably on engagement. Moving stakeholders from receiving the vision to shaping it is a priority for 2026-2027.

Strengths

- Families report strong, respectful relationships with staff (81% favorable) and rising trust in fair treatment (75%, up 4 points), and School-Family Communication held steady at a solid 77% favorable.
- Family confidence in their child's continued good attendance is high (93%, up 7 points), and Family School Attendance overall is the strongest-performing parent survey topic at 85% favorable.
- 70% of students say doing well in their classes personally matters to them, and School Safety is the highest-ranking student survey topic (around the 30th percentile, 76% favorable on cyberbullying likelihood).
- Instructional leadership and staff-leadership relationships rank around the 90th percentile nationally, and Professional Learning ranks around the 80th percentile — a strong foundation of trust to build family- and student-facing improvements on.
- Attendance has started the 2026-2027 school year strong, at 97%+ across all three grade levels in August and September.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.
2 ★	Family Engagement is critically low and declining (13% favorable, down 5 points; in-person teacher meetings 4%, down 6 points; school visits 16%, down 13 points), and Family Efficacy ranks around the 10th percentile nationally.	There has been continued inconsistency in the effectiveness and reach of the campus's family-communication systems.
3	Teacher well-being has declined sharply -- hopefulness down 14 points to 57%, worry up 9 points to 61% -- even though feedback, coaching, and leadership relationships remain strong (around the 90th percentile).	Rising student behavior incidents, combined with reduced teacher voice in behavior-policy decisions (input down 8 points to 46%), are increasing daily stress on staff without a matching increase in support structures.
4 ★	Although 2026-2027 opened with strong attendance (97%+), the campus's 2025-2026 chronic absenteeism and suspension-reduction targets were both missed, and attendance still falls short of the campus's long-term goals.	Lack of engagement continue to be barriers to consistent attendance for a subset of students.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	STAAR Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide (2025-2026 Approaches+ stands at 63%); 7th grade Math proficiency has been effectively flat at approximately 17% for two consecutive years.	Tier 1 and Tier 2 math instruction is not consistently student-centered -- planned with purposeful questioning, differentiated for all levels of learners, and adjusted based on data-driven instruction (DDI) protocols -- and progress-monitoring of DDI action steps has not been implemented with fidelity, a root cause carried forward from last year that current results show was not fully resolved.
2 ★	STAAR Reading proficiency declined in every grade level (6th: -10.3 pts; 7th: -5.9 pts; 8th: -4.3 pts), with campus-wide Meets+ falling from 49% to 45% (2025-2026 Approaches+ stands at 67%).	As with Math, Tier 1 and Tier 2 reading instruction is not consistently student-centered or differentiated, and the data-meeting protocols intended to translate formative and MAP data into next-day instruction are not being used with the intended consistency or speed.
3 ★	TELPAS Writing proficiency for Emergent Bilingual students fell sharply in 6th grade (-11.0 points) and 7th grade (-16.9 points), and overall TELPAS composite proficiency fell from 56.2% to 52.1%.	Core-content and RLA classrooms are not consistently embedding the language-development scaffolds (sentence stems, structured academic writing routines, and the district's Extended Constructed Response pre-writing resources) that Emergent Bilingual students need to produce grade-level writing.
4 ★	Although Science and Social Studies proficiency improved, a majority of students in both subjects still do not reach Meets Grade Level (Social Studies Meets+ is only 19.0%; Science Meets+ is 48.2%).	As in Math and Reading, daily formative assessment and DDI/data-meeting protocols in Science and Social Studies are not yet implemented with full fidelity, limiting how quickly instruction is adjusted to close remaining gaps.
5 ★	Campus-wide behavior infractions increased from approximately 946 in 2024-2025 to 1,061 in 2025-2026 (+12%), and in/out-of-school suspensions increased from 319 to 353 (+11%), missing last year's target to reduce suspensions to 303.	Ownership of behavior change remains concentrated with classroom teachers rather than being shared with students, families, and a campus-wide, consistently applied behavior system; a 2025-2026 staff survey found teacher input into behavior policy actually declined 8 points to 46% even as incidents rose.

6 ★	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.
7 ★	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.
8 ★	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
9 ★	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.
10 ★	Family Engagement is critically low and declining (13% favorable, down 5 points; in-person teacher meetings 4%, down 6 points; school visits 16%, down 13 points), and Family Efficacy ranks around the 10th percentile nationally.	There has been continued inconsistency in the effectiveness and reach of the campus's family-communication systems.

11 ★	Although 2026-2027 opened with strong attendance (97%+), the campus's 2025-2026 chronic absenteeism and suspension-reduction targets were both missed, and attendance still falls short of the campus's long-term goals.	Lack of engagement continue to be barriers to consistent attendance for a subset of students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 53% to 55% by May 2027. Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 43% to 50% by May 2027.

Evaluation Data Source: NWEA MAP Reading - Fall 2026 to Spring 2027 Report

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 53% to 55% by May 2027.

Strategy 1 ☑ Results Driven Accountability

The Reading Language Arts administrator will use a data-driven instructional protocol to guide teachers to set goals for increasing the percentage of students meeting or exceeding their projected growth for each class period on the Reading MAP from the beginning to the end of year.

Strategy's Expected Result/Impact: The percentage of students who meet or exceed their projected growth measure on the End-Of-Year Reading MAP will increase.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Reading Language Arts teachers will have individual student goal setting conferences before and after each administration of the Reading MAP.

Strategy's Expected Result/Impact: The percentage of students who meet or exceed their projected growth measure the End-Of-Year Reading MAP will increase.

Staff Responsible for Monitoring: Reading Language Arts Team Lead Teacher

Problem Statements: Student Learning 2 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR Reading proficiency declined in every grade level (6th: -10.3 pts; 7th: -5.9 pts; 8th: -4.3 pts), with campus-wide Meets+ falling from 49% to 45% (2025-2026 Approaches+ stands at 67%).	As with Math, Tier 1 and Tier 2 reading instruction is not consistently student-centered or differentiated, and the data-meeting protocols intended to translate formative and MAP data into next-day instruction are not being used with the intended consistency or speed.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 38% to 42% by May 2027. Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Reading from 33.4% to 38% by May 2027.

Evaluation Data Source: Reading Language Arts STAAR 2027

Strategy 1 ☑ Results Driven Accountability

The Reading Language Arts administrator will monitor teachers' lesson internalizations and customizations for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson internalization and customization will improve lesson rigor.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Reading Language Arts teachers will use formative assessments (e.g., exit tickets, Demonstrations of Learning, Common Formative Assessments), at least two common unit

assessments per six-weeks reporting period, and MAP assessments to identify students' learning needs, analyzing results through data meeting protocols within one week of each assessment's administration.

Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify learning needs by student, by standard, to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The Reading Language Arts teacher teams will collaborate with the Title 1 Intervention Specialist through data meetings to prepare rigorous instructional plans for Tier 2 and Tier 3 interventions, using targeted data-driven small group instruction to regularly monitor student progress and adjust plans as needed.

Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/ extension block) will be more effective in helping students to close achievement gaps.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 3, 4 - Perceptions 1

Funding Sources: IXL 199 - General Funds: SCE, $4,350, Enriching Students 199 - General Funds: SCE, $3,952, Voyager Sopris Learning Reading Intervention Resource 199 - General Funds: SCE, $1,590, Title 1 Intervention Specialist 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR Reading proficiency declined in every grade level (6th: -10.3 pts; 7th: -5.9 pts; 8th: -4.3 pts), with campus-wide Meets+ falling from 49% to 45% (2025-2026 Approaches+ stands at 67%).	As with Math, Tier 1 and Tier 2 reading instruction is not consistently student-centered or differentiated, and the data-meeting protocols intended to translate formative and MAP data into next-day instruction are not being used with the intended consistency or speed.
3	TELPAS Writing proficiency for Emergent Bilingual students fell sharply in 6th grade (-11.0 points) and 7th grade (-16.9 points), and overall TELPAS composite proficiency fell from 56.2% to 52.1%.	Core-content and RLA classrooms are not consistently embedding the language-development scaffolds (sentence stems, structured academic writing routines, and the district's Extended Constructed Response pre-writing resources) that Emergent Bilingual students need to produce grade-level writing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.

4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 3

Increase the percentage of students who score at MASTERS or above on the English 1 End of Course Assessment from 37% to 50% by May 2027. Increase the combined percentage of students who score at MEETS or above in 6-8 grade Reading Language Arts STAAR and English 1 End of Course Assessment from 45% to 49% by May 2027.

Evaluation Data Source: English 1 End-of-Course STAAR

Strategy 1 ☑ Results Driven Accountability

The English 1 administrator and English 1 teacher will meet at least once per grading period for a data-driven instructional artifact protocol, using the findings from that meeting to inform and strengthen rigorous instructional plans for Tier 2 interventions and extensions.

Strategy's Expected Result/Impact: The English 1 teacher will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 3, 4 - Perceptions 1

Funding Sources: Enriching Students 199 - General Funds: SCE, $3,952

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR Reading proficiency declined in every grade level (6th: -10.3 pts; 7th: -5.9 pts; 8th: -4.3 pts), with campus-wide Meets+ falling from 49% to 45% (2025-2026 Approaches+ stands at 67%).	As with Math, Tier 1 and Tier 2 reading instruction is not consistently student-centered or differentiated, and the data-meeting protocols intended to translate formative and MAP data into next-day instruction are not being used with the intended consistency or speed.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 44% to 47% by May 2027. Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Mathematics from 40% to 45% by May 2027.

Evaluation Data Source: NWEA MAP Math- Fall 2026 to Spring 2027 Report

Strategy 1 ☑ Results Driven Accountability

The Math administrator will use a data-driven instructional protocol to guide teachers to set goals for increasing the percentage of students meeting or exceeding their projected growth for each class period on the Math MAP from the beginning to the end of year.

Strategy's Expected Result/Impact: The percentage of students who meet or exceed their projected growth measure the End-Of-Year Math MAP will increase.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Math teachers will have individual student goal setting conferences before each administration of Math MAP.

Strategy's Expected Result/Impact: The percentage of students who meet or exceed their projected growth measure the End-Of-Year Math MAP will increase.

Staff Responsible for Monitoring: Math Team Lead Teacher

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide (2025-2026 Approaches+ stands at 63%); 7th grade Math proficiency has been effectively flat at approximately 17% for two consecutive years.	Tier 1 and Tier 2 math instruction is not consistently student-centered -- planned with purposeful questioning, differentiated for all levels of learners, and adjusted based on data-driven instruction (DDI) protocols -- and progress-monitoring of DDI action steps has not been implemented with fidelity, a root cause carried forward from last year that current results show was not fully resolved.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 5

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 31% to 40% by May 2027. Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Math from 26% to 34% by May 2027.

Evaluation Data Source: Math STAAR 2027

Strategy 1 ☑ Results Driven Accountability

The Math Leadership Team will monitor teachers' lesson internalization and customization for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: The Math teachers' understanding of curriculum expectations and lesson internalization and customization will improve lesson rigor.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Math teachers will use formative assessments (e.g., exit tickets, Demonstrations of Learning, Common Formative Assessments), at least two common topic assessments per six-weeks reporting period, and MAP assessments to identify students' learning needs, analyzing results through data meeting protocols within one week of each assessment's administration.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by student, by standard, to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The Math teacher teams will collaborate with the Title 1 Intervention Specialist through data meetings to prepare rigorous instructional plans for Tier 2 and Tier 3 interventions, using targeted data-driven small group instruction to regularly monitor student progress and adjust plans as needed.

Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/ extension block) will be more effective in helping students to close achievement gaps.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Funding Sources: Title 1 Intervention Specialists 211 - Title I-A, $77,500, IXL 199 - General Funds: SCE, $4,350, Enriching Students 199 - General Funds: SCE, $3,952

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide (2025-2026 Approaches+ stands at 63%); 7th grade Math proficiency has been effectively flat at approximately 17% for two consecutive years.	Tier 1 and Tier 2 math instruction is not consistently student-centered -- planned with purposeful questioning, differentiated for all levels of learners, and adjusted based on data-driven instruction (DDI) protocols -- and progress-monitoring of DDI action steps has not been implemented with fidelity, a root cause carried forward from last year that current results show was not fully resolved.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 6

Increase the percentage of students who score at MEETS or above on the Algebra 1 End of Course Assessment from 95% to 96% by May 2027. Increase the combined percentage of students who score at MEETS or above in 6-8 grade Math STAAR and Algebra 1 End of Course Assessment from 38% to 47% by May 2027.

Evaluation Data Source: Algebra 1 End-of-Course STAAR

Strategy 1 ☑ Results Driven Accountability

The Math administrator and Academic Specialist will work with the Algebra teacher at least once per grading period for a data-driven instructional artifact protocol, using the findings from that meeting to inform and strengthen rigorous instructional plans for Tier 2 interventions and extensions.

Strategy's Expected Result/Impact: The Algebra teacher will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 1

Funding Sources: Enriching Students 199 - General Funds: SCE, $3,952

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR Mathematics Meets Grade Level or above proficiency declined from 42% to 38% campus-wide (2025-2026 Approaches+ stands at 63%); 7th grade Math proficiency has been effectively flat at approximately 17% for two consecutive years.	Tier 1 and Tier 2 math instruction is not consistently student-centered -- planned with purposeful questioning, differentiated for all levels of learners, and adjusted based on data-driven instruction (DDI) protocols -- and progress-monitoring of DDI action steps has not been implemented with fidelity, a root cause carried forward from last year that current results show was not fully resolved.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.

4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 7

Increase the percentage of students who score at MEETS or above on STAAR Science from 48% to 50% by May 2027.

Evaluation Data Source: Science STAAR

Strategy 1 ☑ Results Driven Accountability

The Science administrator will monitor teachers' lesson internalizations and plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: The Science teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The 8th grade Science teachers will use daily formative assessments (e.g. Exit tickets/ Demonstrations of Learning/Common Formative Assessments) and at least one common summative assessment per six weeks reporting period to identify students' learning needs.

Strategy's Expected Result/Impact: Science teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The 8th grade Science team will utilize data meeting protocols to analyze data from assessments (daily formative, common summative/unit, District Curriculum, and Benchmark) within one week of each assessment's administration.

Strategy's Expected Result/Impact: Science teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Although Science and Social Studies proficiency improved, a majority of students in both subjects still do not reach Meets Grade Level (Social Studies Meets+ is only 19.0%; Science Meets+ is 48.2%).	As in Math and Reading, daily formative assessment and DDI/data-meeting protocols in Science and Social Studies are not yet implemented with full fidelity, limiting how quickly instruction is adjusted to close remaining gaps.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.

4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 8

Increase the percentage of students who score at MEETS or above on STAAR Social Studies from 19% to 25% by May 2027.

Evaluation Data Source: Social Studies STAAR

Strategy 1 ☑ Results Driven Accountability

The Social Studies administrator will monitor teachers' lesson internalizations and plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: The Social Studies teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The 8th grade Social Studies teachers will use daily formative assessments (e.g. Exit tickets/ Demonstrations of Learning/Common Formative Assessments) and at least one common summative assessment per six weeks reporting period to identify students' learning needs.

Strategy's Expected Result/Impact: Social Studies teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The 8th grade Social Studies team will utilize data meeting protocols to analyze data from assessments (daily formative, common summative/unit, District Curriculum, and Benchmark) within one week of each assessment's administration.

Strategy's Expected Result/Impact: Social Studies teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Although Science and Social Studies proficiency improved, a majority of students in both subjects still do not reach Meets Grade Level (Social Studies Meets+ is only 19.0%; Science Meets+ is 48.2%).	As in Math and Reading, daily formative assessment and DDI/data-meeting protocols in Science and Social Studies are not yet implemented with full fidelity, limiting how quickly instruction is adjusted to close remaining gaps.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.

4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by at least 1 level from 34% to 36% by May 2027.

Evaluation Data Source: TELPAS 2027

Strategy 1 ☑ Results Driven Accountability

The Campus Administrators and Academic Specialist will monitor teacher's lesson internalizations and customizations for increased structured opportunities for academic speaking and writing across content areas.

Strategy's Expected Result/Impact: Students will receive consistent, level-appropriate linguistic instruction and practice across all four domains -- particularly Speaking and Writing, resulting in measurable movement toward on TELPAS proficiency measurements.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Campus Administrators and Academic Specialist will monitor and coach, through observations and feedback, teacher's lesson implementation to ensure increased structured opportunities for academic speaking and writing across content areas.

Strategy's Expected Result/Impact: Students will receive consistent, level-appropriate linguistic instruction and practice across all four domains -- particularly Speaking and Writing, resulting in measurable movement toward on TELPAS proficiency measurements.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3, 4 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	On the state's 2025-2026 Domain 1 (Student Achievement) data, the campus's identified High Focus (lowest-performing quartile) and Special Education (current) subgroups score far below the all-student average across all subjects combined (High Focus: 39% Meets and16% Masters; Special Education current: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters).	A large share of these students receive instruction in resource or heavily modified settings (63%+ of SPED students), which limits consistent access to grade-level, Tier 1 core instruction and rigor.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	TELPAS Writing proficiency for Emergent Bilingual students fell sharply in 6th grade (-11.0 points) and 7th grade (-16.9 points), and overall TELPAS composite proficiency fell from 56.2% to 52.1%.	Core-content and RLA classrooms are not consistently embedding the language-development scaffolds (sentence stems, structured academic writing routines, and the district's Extended Constructed Response pre-writing resources) that Emergent Bilingual students need to produce grade-level writing.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Daily formative assessment and PLC-generated reteach plans remain inconsistently implemented across content areas, and instructional leaders are not consistently reviewing lesson plans for rigor	Weekly PLC time still lacks required, standardized deliverables and a shared protocol for turning formative data trends into reteach plans measured against student work samples.
4	Response to Intervention (RTI) processes, delivered during the PRIDE-time block, remain inconsistently implemented, with a continued lack of clarity between Tier 2 and Tier 3 strategies and limited progress-monitoring tools -- now compounded by a larger Emergent Bilingual and Special Education population needing those supports.	There is a lack of shared understanding of the RTI framework -- clearly defined tiers, roles, and progress-monitoring expectations -- leading each team to implement PRIDE time differently.

Performance Objective 9 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 12.9% to below 12% by May 2027. Decrease the number of African American students who are chronically absent from 16.7% to below 12% by May 2027.

Evaluation Data Source: Chronic Absenteeism Rate

Strategy 1

Counselors and Student Success Coach will meet with the students on their caseload who were absent 20 or more days in the previous school year to reduce the number of days they are absent this year.

Strategy's Expected Result/Impact: Students in seventh and eighth grade with 20 or more absences in the 2025-2026 school year will reduce their number of absences in the current school year.

Staff Responsible for Monitoring: Lead Counselor

Problem Statements: Perceptions 4

Funding Sources: Student Success Coach 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Counselors and Student Success Coach will monitor the Chronic Absentee student list each week to identify students in need of support to increase their attendance.

Strategy's Expected Result/Impact: The Chronic Absentee Rate will decrease from 12.9% to below 12% by May 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 4

Funding Sources: Student Success Coach 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Although 2026-2027 opened with strong attendance (97%+), the campus's 2025-2026 chronic absenteeism and suspension-reduction targets were both missed, and attendance still falls short of the campus's long-term goals.	Lack of engagement continue to be barriers to consistent attendance for a subset of students.

Performance Objective 2

Decrease the number of in and out of school suspensions by 5%, from 353 to 335 by May 2027. Decrease the number and percentage of in and out of school suspensions for African American students that are disproportionally referred for disciplinary action from 6.5% to 4.25% by May 2027.

Evaluation Data Source: In and Out of school Suspension counts for 2026-2027

Strategy 1 ☑ Results Driven Accountability

Lamar Middle School Staff will improve their use of the Irving ISD RISE Practices: Routines & Expectations, Incentive Systems, Supportive Culture (Positive Classroom Culture and Restorative Practices) and Engagement through Learning Environment Practices (Welcoming Rituals, Engagement Strategies, and Optimistic Closures).

Strategy's Expected Result/Impact: Lamar Staff will implement and integrate the RISE practices in their teaching and interactions with students and encourage student engagement in positive behaviors.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Student Success Coach 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Lamar Middle School Teachers will improve their use of student engagement strategies: Stating Expectations for students' time, voice, body, practicing Radar and Scanning to monitor all students for compliance with stated expectations, and utilizing proximity control and quiet redirection for non-compliant students.

Strategy's Expected Result/Impact: 90-100% of students will be on-task learning, resulting in an decrease of disruptive, off-task behaviors form students.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Student Success Coach 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus-wide behavior infractions increased from approximately 946 in 2024-2025 to 1,061 in 2025-2026 (+12%), and in/out-of-school suspensions increased from 319 to 353 (+11%), missing last year's target to reduce suspensions to 303.	Ownership of behavior change remains concentrated with classroom teachers rather than being shared with students, families, and a campus-wide, consistently applied behavior system; a 2025-2026 staff survey found teacher input into behavior policy actually declined 8 points to 46% even as incidents rose.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student Climate, Rigorous Expectations, and Valuing of School each rank around the 10th percentile nationally and all declined from the prior year; only 21% of students report teachers seem excited to teach (down 9 points) and only 18% say they use ideas from school in daily life.	Daily Tier 1 instruction is not consistently designed to be engaging, relevant, and student-centered -- the same root cause identified in the Student Learning problem statements -- so students experience school as low-rigor and disconnected from their lives even where teachers are working hard.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Increase parent and family participation in classes offered through the Lamar Parent Center to at least 5 participants per class, with one class offered each month.

Evaluation Data Source: Number of participants in Lamar Parent Center classes

Strategy 1

The Parent Liaison will survey parents and family members to identify topics on which they want to be informed and develop classes around those topics.

Strategy's Expected Result/Impact: Students and their families' perception of a positive connection with the school will improve and parent, family, and student engagement and attendance will increase.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison 211 - Title I-A, $28,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family Engagement is critically low and declining (13% favorable, down 5 points; in-person teacher meetings 4%, down 6 points; school visits 16%, down 13 points), and Family Efficacy ranks around the 10th percentile nationally.	There has been continued inconsistency in the effectiveness and reach of the campus's family-communication systems.

State Compensatory Education

State Compensatory

Budget for Lamar Middle School

Total SCE Funds: $17,792.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Lamar Middle School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds is allocated to the acquisition of instructional supports and intervention tools, including IXL ($4,350.00), Enriching Students ($3,951.75), our RTI (Intervention and Extension) management system, Voyager Sopris Learning Reading Intervention Resource ($1,590.00), and the GoGuardian digital monitoring and protection program ($1,805.00). These resources play a crucial role in enhancing the learning experience for students, enabling us to provide additional, targeted support and tools tied directly to their education. The remaining $6,095.00 of our SCE allotment will be set aside for extended day and extended week tutoring, providing dedicated time for teachers to target individual students' academic needs. These tools are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. IXL provides differentiated practice and progress monitoring aligned to individual student needs, while Enriching Students allows staff to manage and track Tier II intervention and extension plans, monitor student progress, and ensure interventions are timely and responsive to student need. Lexia Voyager Reading Intervention resources provide targeted, research-based literacy instruction for students reading below grade level, strengthening the foundational and comprehension skills that support success across all content areas. GoGuardian supports at-risk students by helping teachers keep students focused and engaged during digital instruction and intervention time, while providing a safe online learning environment. This investment is essential for enhancing our capacity to deliver effective, data-driven support to at-risk students. By ensuring our teaching staff has access to these resources, we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. The tools and systems funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at Lamar Middle School.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Lamar Middle School's Comprehensive Needs Assessment (CNA) is a campus-wide process led by Principal Eric Ogle that examines four areas — Demographics, Student Learning, School Processes & Programs, and Perceptions — to identify areas of strength, areas of need, and a prioritized list of problem statements that drive this plan's goals and strategies.

The CNA draws on multiple data sources, including TAPR/state accountability data (Student Achievement, School Progress, and Closing the Gaps domains); STAAR, STAAR EOC, and STAAR EB Progress Measure current and longitudinal results; TELPAS; NWEA MAP Growth Reading and Math; discipline, suspension, and attendance/chronic-absenteeism data; special population data (Emergent Bilingual, Special Education, Economically Disadvantaged, At-Risk, Gifted & Talented, Homeless, Immigrant); staff PLC and walkthrough data; and Spring 2026 Student, Parent/Family, and Teacher/Staff Climate Survey results.

The needs assessment gives particular attention to students who are failing or at risk of failing to meet the state's challenging academic standards. For example, the campus's High Focus (lowest-performing quartile) and Special Education subgroups scored far below the all-student average on 2025-2026 Domain 1 combined-subject data (High Focus: 39% Meets/16% Masters; Special Education: 17% Meets/5% Masters; All Students: 42% Meets/18% Masters), 7th grade Math proficiency has been flat near 17% for two consecutive years, and STAAR Reading proficiency declined in every grade level. These and other findings were consolidated into 11 Priority Problem Statements with documented root causes, which directly shaped the Goals and Performance Objectives in this plan.

1.2 Location for Evidence of Multiple Meetings Held

The CNA Team met on April 23, 2026, June 1, 2026. June 15, 2026, July 13, 2026, July 20, 2026, and July 28, 2026 to review data sources and develop the Campus Improvement Plan for 2026 - 2027. The meeting agendas, notes/minutes, and sign-in sheets are located in the CNA Team's Shared Google Drive Folder.

The full list of the CNA members include:

Eric Ogle, Principal

Cynthia Erwin, Assistant Principal

Felicia Higginbotham, Assistant Principal

April Richmond, Student Success Coach

Misty Gonzales, Academic Specialist

Tennille Deming-Perkins, Counselor

Alicia Walker, Counselor

Luke Canales, Reading Department Lead

Stephanie Aleman, Math Department Lead

Charles Burey, Science Department Lead

Nevin Smith, Social Studies Department Lead

Emmett Gonzales, Athletic Director

Meagan Villarreal, P.E. Department Lead

Patrick Sunga, Electives Department Lead

Lisa Stroud, Special Education Department Lead

Jennifer Smith, Intervention Specialist

Laurelee Welch, Intervention Specialist

Denise Delgado, District Representative

David Cole, Business Member

Melanie Sangali, Business Member

Janna Allen, Community Member

Patti Chiles, Community Member

James Donovan, Parent

DeLiza Gierling, Parent

Belinda Holder, Parent

Jennifer Jones, Parent

Vincent Collura, Special Education CIC Representative

Zach Wilson, Teacher CIC Representative

Cameron Long, Teacher CIC Representative

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

This plan was developed with input from the campus's instructional leadership team (Principal and Assistant Principals), instructional coach, counselors, core-content department/team leads, and Title I-funded staff (Student Success Coach, Reading and Math Intervention Specialists, and Parent Liaison), each of whom is responsible for monitoring specific strategies throughout the year, as noted throughout the plan. Parent and family input was gathered through the Parent Liaison's survey of parents and family members on topics of interest for the Lamar Parent Center, and staff input was gathered through the Spring 2026 Teacher and Staff Climate Survey and the 'Toss, Tweak, Treasure' staff feedback process.

The CNA Team met on April 23, 2026, June 1, 2026. June 15, 2026, July 13, 2026, July 20, 2026, and July 28, 2026 to review data sources and develop the Campus Improvement Plan for 2026 - 2027.

The full list of the CNA members include:

Eric Ogle, Principal

Cynthia Erwin, Assistant Principal

Felicia Higginbotham, Assistant Principal

April Richmond, Student Success Coach

Misty Gonzales, Academic Specialist

Tennille Deming-Perkins, Counselor

Alicia Walker, Counselor

Luke Canales, Reading Department Lead

Stephanie Aleman, Math Department Lead

Charles Burey, Science Department Lead

Nevin Smith, Social Studies Department Lead

Emmett Gonzales, Athletic Director

Meagan Villarreal, P.E. Department Lead

Patrick Sunga, Electives Department Lead

Lisa Stroud, Special Education Department Lead

Jennifer Smith, Intervention Specialist

Laurelee Welch, Intervention Specialist

Denise Delgado, District Representative

David Cole, Business Member

Melanie Sangali, Business Member

Janna Allen, Community Member

Patti Chiles, Community Member

James Donovan, Parent

DeLiza Gierling, Parent

Belinda Holder, Parent

Jennifer Jones, Parent

Vincent Collura, Special Education CIC Representative

Zach Wilson, Teacher CIC Representative

Cameron Long, Teacher CIC Representative

2.2 Stakeholders 1114(b)(2)

Every Performance Objective and Strategy in this plan includes scheduled Formative Reviews in November, February, April, and July. During these reviews, the Principal and staff responsible for monitoring (identified for each strategy) examine progress on the underlying data source — MAP Growth, STAAR/EOC results, TELPAS, attendance/chronic absenteeism, and suspension counts — and adjust strategies as needed.

Staff, families, and community members are included in the development, review, and revision of this plan through the Campus Improvement Committee (CIC). The CIC is comprised of campus staff, parent and family representatives, and community members, including local business owners and representatives of the campus's community partners. Committee members participate in the comprehensive needs assessment, the development of Performance Objectives and Strategies, and the Formative Reviews conducted throughout the year. Feedback on the plan is solicited and ongoing review is conducted during CIC meetings, where members review progress data, discuss the effectiveness of strategies, and recommend revisions. The list of CIC members, along with meeting sign-in sheets identifying each participant's name and role, is located in the Committees section of this plan.

This Title I Schoolwide Program plan remains in effect for the duration of the campus's participation as a schoolwide program. The plan and its implementation are regularly monitored and revised, as necessary, based on student needs to ensure all students are provided the opportunity to meet the challenging state academic standards.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to parents and the community through the campus website, front office, and Parent Center. Because 85.2% of Lamar's students are Hispanic/Latino and 65.5% are identified as Emergent Bilingual, the plan and related family communications are made available in Spanish.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

As a Title I Schoolwide Program campus, Lamar coordinates and integrates several funding streams and support programs into this single, unified plan rather than operating them separately. State Compensatory Education (199 - General Funds: SCE, $17,792) is coordinated with Title I-A funding within the same RTI/intervention strategies (IXL and the Enriching Students RTI management system), so at-risk students receive a single, blended set of Tier II supports rather than duplicative or siloed services. Career and Technical Education (CTE) Programs of Study data — completer, concentrator, explorer, and participant information — is analyzed as part of the Comprehensive Needs Assessment and informs CCMR-focused goals. Data on Homeless and Immigrant students is likewise tracked through the CNA, reflecting coordination with the district's McKinney-Vento and immigrant/newcomer support services, and Special Education, Section 504, dyslexia, and Bilingual/ESL program data are integrated into the same needs-assessment and RTI processes used for all students, rather than reviewed in isolation.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

This element's Statutorily Required Description is intended to be satisfied at the strategy level: nearly every strategy across Goals 1-3 in this plan is already tagged with Title I element 2.5 (2.5.1, 2.5.2, 2.5.3), including strategies for data-driven Tier 1/Tier 2 instruction, RTI/PRIDE-Time interventions, RISE Practices behavior supports, and the Lamar Parent Center.

Lamar increases learning time through a protected, daily RTI/PRIDE-Time intervention and extension block with student grouping adjusted based on ongoing needs analysis, and through at least 60 minutes of weekly core-content PLC time for every core teacher. A well-rounded education is supported through the campus's Fine Arts program, which performs at top levels in UIL competition; an award-winning Academic UIL program that is unique among Irving ISD middle schools; the campus's Technology Student Association chapter, the only middle school chapter nationally that competes against high schools; and the Verizon Innovative Learning Demonstration School partnership with Arizona State University, which provides students a dedicated STEM lab experience.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness

Documentation

Documentation of program effectiveness is maintained in Plan4Learning within this Campus Improvement Plan. Progress notes are recorded in the Formative Reviews field for every Performance Objective and Strategy at four checkpoints — November, February, April, and July — which exceeds the required semiannual minimum. Annual evaluation of the schoolwide program is recorded in the Summative Evaluation field for each Performance Objective; for example, Goal 1, Performance Objective 1 (MAP Growth Reading) is marked "Met Performance Objective" for 2025-2026, with a corresponding Next Year's Recommendation carried into the 2026-2027 plan.

This evaluation is grounded in the same data analyzed in the Comprehensive Needs Assessment: state assessment data (STAAR, STAAR EOC, TELPAS), other student performance data (NWEA MAP Growth, attendance/chronic absenteeism, discipline and suspension counts), and perception data (Student, Parent/Family, and Teacher/Staff Climate Surveys). Because the 2026-2027 CNA's Priority Problem Statements were built directly from the prior year's results and formative/summative review data, the schoolwide program evaluation is already embedded in next year's needs-assessment process, not a separate, disconnected step.

Title I Personnel

Name	Position	Program	FTE
April Richmond	Student Success Coach	Student Management Specialist	1
Jennifer Smith	Intervention Specialist	Reading Language Arts	1
Krystal Gallatin	Parent Liaison	Title 1 Parent Liaison	1
Lauralee Welch	Intervention Specialist	Math	1

Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 15, 2027 @ 4:15 PM	Lamar MS Room 223	--	--
February 18, 2027 @ 4:15 PM	Lamar MS Room 223	--	--
November 12, 2026 @ 4:15 PM	Lamar MS Room 223	--	--
September 24, 2026 @ 4:15 PM	Lamar MS Room 223	Lamar MS CIC Meeting - Minutes - 9-24-26.pdf	Lamar MS CIC Meeting - Minutes - 9-24-26.pdf

Members

First Name	Last Name	Position	Committee Role
Lisa	Stroud	SPED Teacher	Teacher Representative
Imogen	Hofer	Social Studies Teacher	Teacher Representative
Lauralee	Welch	Math Intervention Specialist	Teacher Representative
Kaitlin	Purgason	Science Teacher	Teacher Representative
Luke	Canales	RLA Teacher	Teacher Representative
James	Donovan	Parent	Parent Representative
Kristy	Sayachack	Parent	Parent Representative
Janel	Tonga	Parent	Parent Representative
Jennifer	Jones	Parent	Parent Representative
Belinda	Holder	Parent	Parent Representative
Patti	Chiles	Community Member	Community Representative
David	Cole	Business Owner	Business Representative
Melanie	Sangali	Business Member	Business Representative
Janna	Allen	Community Member	Community Representative
Holly	Willis	Secondary Math Coordinator	District Representative
Eric	Ogle	Principal	Administrator

Guiding Coalition

Meeting Logs

Date	Location	Sign In Sheet	Notes
July 28, 2026 @ 8:30 AM	LMS Library	--	Lamar_Guiding_Coalition_Agenda 7-28-26.pdf

Members

First Name	Last Name	Position	Committee Role
Emmett	Gonzales	Athletic Coordinator	Teacher
Jennifer	Smith	Intervention Specialist	Teacher
Laurelee	Welch	Intervention Specialist	Teacher
Meagan	Villarreal	P.E. Department Lead	Teacher
Patrick	Sunga	Electives Department Lead	Teacher
Lisa	Stroud	Special Education Department Lead	Teacher
Nevin	Smith	Social Studies Department Lead	Teacher
Stephanie	Aleman	Math Department Lead	Teacher
Charles	Burey	Science Department Lead	Teacher
Luke	Canales	Reading Language Arts Department Lead	Teacher
Alicia	Walker	Counselor	Counselor
Tennille	Deming-Perkins	Counselor	Counselor
Misty	Gonzales	Academic Specialist	Instructional Leader
April	Richmond	Student Success Coach	Behavior and Student Support Leader
Felicia	Higginbotham	Assistant Principal	Administrator
Cynthia	Erwin	Assistant Principal	Administrator
Eric	Ogle	Principal	Administrator

Irving Independent School District

Travis Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

1765

Generated by Plan4Learning.com
October 09, 2026 at 09:27 AM

Mission Statement

At Travis middle school, our mission is to ensure high levels of learning for all students academically and socially.

Vision

Empowering students to be global citizens and life-long learners.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 11

School Processes & Programs 16

Perceptions 21

Priority Problem Statements 24

Data Documentation for CNA 28

Improvement Planning Data 29

Accountability Data 29

Student Data: Assessments 29

Student Data: Student Groups 30

Student Data: Behavior and Other Indicators 30

Employee Data 30

Parent/Community Data 31

Support Systems and Other Data 31

Goals 32

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 33

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 56

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 59

State Compensatory Education 61

Budget for Travis Middle School 62

Title I Summary 63

Title I 64

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 64

1.1 Description of CNA Process 64

1.2 Location for Evidence of Multiple Meetings Held 64

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 64

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 64

2.2 Stakeholders 1114(b)(2) 64

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 64

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 65

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 65

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 65

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 65

Comprehensive Needs Assessment

Demographics

Summary

Who Are We?

Travis Middle School (TMS), built in 1965, is located on the north side of Irving and serves students in Grades 6–8. Travis is the only remaining dual language middle school campus in Irving ISD, with approximately 34% of the student population participating in the Dual Language program.

Student Enrollment and Demographics

Travis serves a diverse student population. Enrollment has shifted over the past four years, from 971 students in 2022–23 to 947 students in 2023–24, 935 students in 2024–25, and 893 students in 2025–26. Current enrollment is distributed relatively evenly across grade levels, with 293 sixth-grade students, 285 seventh-grade students, and 315 eighth-grade students in 2025–26.

Student Group	2022–23	2023–24	2024–25	2025–26	Change 22–23 to 25–26
Hispanic	69.7%	73.4%	79.3%	80.0%	+10.3 pp
African American	15.9%	13.6%	9.2%	8.6%	-7.3 pp
White	10.1%	8.6%	7.7%	7.4%	-2.7 pp
Asian	2.2%	2.6%	2.0%	2.5%	+0.3 pp
Two or More Races	1.5%	1.2%	0.6%	1.1%	-0.4 pp
Male	50.26%	51.32%	52.3%	53.8%	+3.54 pp
Female	49.74%	48.68%	47.7%	46.2%	-3.54 pp
Economically Disadvantaged	89.3%	83.21%	85.6%	83.8%	-5.5 pp
Emergent Bilingual	48.1%	51.53%	52.6%	47.6%	-0.5 pp
Special Education	7.72%	9.50%	11.1%	15.8%	+8.08 pp
Gifted & Talented	20.8%	20.49%	21.6%	24.2%	+3.4 pp

The demographic data show several meaningful shifts in the composition of the Travis student body. Hispanic students increased from 69.7% of enrollment in 2022–23 to 80.0% in 2025–26, while African American enrollment declined from 15.9% to 8.6%. Economically disadvantaged students continue to represent more than four out of five Travis students.

The percentage of students receiving Special Education services has increased substantially, from 7.72% in 2022–23 to 15.8% in 2025–26. This represents an increase of 8.08 percentage points and more than a doubling of the proportion of the campus population receiving Special Education services. Gifted and Talented participation also increased, from 20.8% to 24.2%.

Emergent Bilingual students represent 47.6% of the 2025–26 population. In addition to the Dual Language program, approximately 8% of students participate in the sheltered English program. These characteristics make linguistic accessibility, language development, and appropriate differentiation important considerations across the instructional program.

Advanced Coursework

Travis provides middle school students opportunities to participate in advanced coursework, including courses that lead to high school End-of-Course assessments. Among eighth-grade students, approximately 25% are enrolled in Algebra I, 20% in English I, and 21% in Biology. Additionally, 29% of eighth-grade students are enrolled in AP Spanish.

These advanced-course opportunities are an important characteristic of the Travis academic program. However, achievement results from these accelerated groups should be examined separately from grade-level STAAR results because they represent selected cohorts and should not be used to characterize the performance of the broader grade-level population.

Attendance and Student Mobility

Attendance has improved from earlier years. The campus attendance rate increased from 93.2% in 2022–23 to 95.3% in 2023–24. The 2024–25 TAPR subsequently reported a campus attendance rate of 95.1%, compared with 94.8% for Irving ISD and 93.9% statewide.

Although overall attendance has improved, chronic absenteeism remains an important engagement indicator. Campus data identified 125 students with chronic absences. Of those students, 82 were Hispanic, 28 African American, 10 White, two Asian, two students identifying as two or more races, and one Pacific Islander student.

These counts should be interpreted carefully. For example, Hispanic students represent the largest number of chronically absent students but also represent the large majority of campus enrollment. The counts alone do not establish which racial/ethnic student groups have the highest **within-group chronic absenteeism rate**. That analysis should be completed before identifying disproportionality or a root cause.

The 2024–25 TAPR provides additional evidence that chronic absenteeism warrants monitoring. Campus chronic absenteeism increased from 11.8% in 2023–24 to 13.6% in 2024–25, with Special Education students experiencing a chronic absenteeism rate of 18.5%.

Discipline and Student Behavior

Campus discipline data demonstrate changing patterns in the type and intensity of disciplinary consequences.

Discipline Measure	2022–23	2023–24	2024–25
ISS – Total Days	305	552	504
OSS – Total Days	56	130	244
Referrals – Number	307	509	244
DAEP – Total Days	219	262	772

The data show that referrals decreased substantially from 509 in 2023–24 to 244 in 2024–25; however, the total number of OSS days increased from 130 to 244, and DAEP days increased from 262 to 772. ISS days decreased slightly from 552 to 504 but remained substantially above the 305 days recorded in 2022–23.

This pattern warrants further investigation. A reduction in referrals occurring alongside increases in exclusionary consequences, particularly OSS and DAEP days, does not by itself establish a cause. The CNA team should examine the number of unique students receiving consequences, repeat offenses, offense types, grade levels, student groups, instructional time lost, and the relationship between discipline and attendance before establishing a root cause.

Spring 2026 Panorama perception data reinforce the need for further investigation of school climate and behavior. Student School Climate was 23% favorable, Rigorous Expectations was 47%, Valuing of School was 41%, and School Safety was 54%. Teacher perceptions of Student Behavior were 39% favorable. Approximately 814–815 students responded to student topics, while the teacher survey included 41 respondents. These results provide perception evidence but do not independently establish why the discipline patterns occurred.

Drop Out Data

Travis Middle School reported **zero student dropouts during the 2025–2026 school year**. While dropout rate is not a primary Texas middle-school accountability indicator, the campus will continue to monitor student enrollment stability, attendance, chronic absenteeism, mobility, and withdrawal patterns as indicators of student engagement and persistence.

2026 Targeted Support and Improvement (TSI) Identification

For the 2026 accountability year, **Travis Middle School is identified for Targeted Support and Improvement (TSI) for the Hispanic, Economically Disadvantaged, Emergent Bilingual (EB), and Continuously Enrolled student groups**. These identifications represent a significant campus improvement priority and require focused attention to the academic achievement, academic growth, and Closing the Gaps performance of each identified student group.

The campus is also **one year away from TSI identification for the Former Special Education student group**. Although Former Special Education is not currently identified for TSI, its performance will be treated as an early-warning priority during the 2026–2027 school year. Campus leaders and instructional teams will closely monitor achievement, growth, intervention response, and progress toward accountability targets for Former Special Education students to prevent further decline and potential TSI identification.

The 2026 Closing the Gaps results reinforce the need for targeted student-group improvement. Travis Middle School earned a **Closing the Gaps scaled score of 73, or a C rating**. Academic Achievement earned 18 of 32 available component points, Academic Growth earned 13 of 32 points, English Language Proficiency earned 0 of 4 points, and Student Success earned 6 of 16

points. The campus will use these results, along with grade-level STAAR performance, growth measures, TELPAS evidence, common assessments, intervention data, and PLC/PLT progress monitoring, to identify the specific instructional needs of each TSI student group.

Staff Profile

Travis Middle School currently reports **70 professional staff members and 11 paraprofessionals**. Campus-provided staffing data indicate that **21% of staff have fewer than five years of experience**. The most recent available teacher retention rate is **74%**, equal to the Irving ISD teacher retention rate.

The campus-provided staff demographic profile is **27.9% Hispanic, 22.5% African American, and 37.7% White**, with the remaining reported demographic categories comprising **11.9%** of staff.

The most recent available TAPR staffing data report **57.8 teacher FTEs** and a **student-to-teacher ratio of 16.2:1**. Teachers averaged **10.2 years of professional experience** and **6.8 years of experience within Irving ISD**. These staffing data, combined with the percentage of staff with fewer than five years of experience, indicate a continued need to prioritize teacher development, instructional coaching, and staff retention.

School Community and Perceptions

Spring 2026 Panorama results provide insight into the experiences of students, staff, and families. Student participation was considerably larger than the staff and family samples, with approximately 814–815 student responses on reported topics, compared with 41 teacher respondents, 18 School Staff respondents, and approximately 61–62 family respondents. Staff and family results should therefore be interpreted cautiously and treated as perception evidence rather than representative proof of underlying causes.

Family results included 69% favorable for School-Family Communication, 63% for School Safety, 53% for School Climate, and 53% for School Fit. Student results identified comparatively low perceptions of School Climate (23%), Valuing of School (41%), Rigorous Expectations (47%), and School Safety (54%).

Travis Middle School values collaboration with parents, local business owners, and community members as key stakeholders in campus improvement. Community representation is included on the Campus Improvement Committee (CIC), providing stakeholders opportunities to participate in campus planning and provide feedback on identified needs and priorities. Additional partnerships are facilitated through the TMS parent liaison and campus-sponsored school events, which create opportunities for families and community members to engage with the school, provide feedback, build relationships, and work collaboratively with campus staff to support student success and strengthen the school community.

Key Demographic Findings for the CNA

The demographic analysis identifies several characteristics and trends that should inform the 2026–27 Comprehensive Needs Assessment:

1. **Enrollment has declined** from 971 students in 2022–23 to 893 students in 2025–26, a decrease of 78 students, or approximately 8%.
2. **The racial/ethnic composition of the campus has shifted**, with Hispanic enrollment increasing from 69.7% to 80.0% while African American enrollment decreased from 15.9% to 8.6%.
3. **Special Education enrollment has increased substantially**, from 7.72% in 2022–23 to 15.8% in 2025–26.
4. **Economically disadvantaged students continue to comprise more than 80% of the campus**, while nearly half of students are Emergent Bilingual.
5. **Travis maintains distinctive academic programming**, including Dual Language participation of approximately 34%, Gifted and Talented participation of 24.2%, and substantial eighth-grade participation in high-school-credit coursework.
6. **Overall attendance has improved from 2022–23 levels, but chronic absenteeism remains a concern**, particularly when considered alongside the 2024–25 chronic absenteeism rate and Special Education attendance data.
7. **Discipline patterns warrant deeper investigation.** Referrals declined in 2024–25 while OSS and DAEP days increased substantially, indicating a need to examine student-level and incident-level data rather than relying on referral counts alone.
8. **Student perception data identify school climate, rigorous expectations, valuing of school, and safety as areas for further investigation**, while teacher perception data identify student behavior as a concern.

Chronic Absenteeism Data

Ethnicity	Percentage of Chronic Absences	Number of Chronic Absences
Asian	1.60%	2
Black or African American	22.40%	28
Hispanic/Latino	65.60%	82
Native Hawaiian or Other Pacific Islander	0.80%	1
Two or More Races	1.60%	2
White	8.00%	10
Grand Total	100.00%	125

Discipline Data 25-26

Disciplinary Student and Incident Analysis in 2025-2026 for All Campuses

Student Counts/Percentages		
#1 - Count of students reported for a disciplinary incident by ethnicity	Number of Students with Disciplinary Incidents	Number of Students Enrolled in LEA/School
American Indian or Alaska Native	2	5
Asian	0	25
Native Hawaiian or Other Pacific Islander	0	0
Black or African American	8	86
Hispanic/Latino	114	787
White	8	54
Two or More Races	2	5
Total	134	959
Special Education Students	22	160

ISS (total days)	OSS (total days)	Referral (number of)	DAEP (total days)
504 (24-25)	244 (24-25)	244 (24-25)	772 (24-25)
552 (23-24)	130 (23-24)	509 (23-24)	262 (23-24)
305 (22-23)	56 (22-23)	307 (22-23)	219 (22-23)

Strengths

Travis Middle School provides students with access to a variety of specialized and advanced academic programs. Travis is the only remaining Dual Language middle school campus in Irving ISD, with 34% of students participating in the Dual Language program.

- 34% of students are enrolled in the Dual Language program.
- 24.2% of students are served through Gifted and Talented programming, an increase from 20.5% in 2023–24.
- 25% of 8th-grade students are enrolled in Algebra I.
- 20% of 8th-grade students are enrolled in English I.
- 21% of 8th-grade students are enrolled in Biology.
- 29% of 8th-grade students are enrolled in AP Spanish.
- 8% of the student population receives sheltered instruction.
- Travis provides multiple pathways for middle school students to access advanced coursework and earn high school credit before entering ninth grade.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.
2 ★	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.
3 ★	Chronic absenteeism remains a concern despite a 95.1% attendance rate. In 2024-25, chronic absenteeism increased from 11.8% to 13.6% and was highest among Special Education students at 18.5%.	Campus systems for identifying and responding to students showing early patterns of chronic absenteeism may not provide sufficiently consistent, timely, and differentiated interventions before students reach the chronic absenteeism threshold.
4 ★	Hispanic students continue to represent a high percentage of campus suspensions. In 2026, Hispanic students accounted for 84.4% of all suspensions, indicating a need to reduce disciplinary removals and strengthen proactive behavioral supports.	Inconsistent implementation of proactive behavior supports, early interventions, and restorative responses may contribute to repeated behaviors that result in disciplinary removals.

★ = Priority

Student Learning

Summary

2026 STAAR Performance

The 2026 STAAR results demonstrate significant differences by grade level and subject. Mathematics remains the greatest academic need, particularly in Grade 7, while Grade 8 Science showed stronger performance and improvement. Grade 8 Social Studies continues to demonstrate a need for increased grade-level proficiency.

Assessment	Approaches	Meets	Masters
Grade 6 Reading	51%	35%	13%
Grade 6 Mathematics	58%	26%	10%
Grade 7 Reading	70%	47%	23%
Grade 7 Mathematics	16%	8%	3%
Grade 8 Reading	68%	40%	11%
Grade 8 Mathematics	57%	33%	10%
Grade 8 Science	69%	46%	17%
Grade 8 Social Studies	51%	23%	7%

Grade-level analysis identifies Grade 7 Mathematics as the most significant achievement concern. Only 16% of Grade 7 students achieved Approaches Grade Level or above, 8% achieved Meets, and 3% achieved Masters in 2026. Hispanic Grade 7 students performed at 15% Approaches, 8% Meets, and 3% Masters. This pattern is substantially different from Grade 6 Mathematics, where 58% achieved Approaches and 26% Meets, and Grade 8 Mathematics, where 57% achieved Approaches and 33% Meets.

Reading achievement was stronger than mathematics overall but remained below desired levels. Grade 6 Reading had 51% at Approaches and 35% at Meets; Grade 7 Reading had 70% at Approaches and 47% at Meets; and Grade 8 Reading had 68% at Approaches and 40% at Meets. The variation among grade levels reinforces the need to analyze instructional performance separately rather than relying solely on campus aggregates.

Grade 8 Science was a relative strength, with 69% of students achieving Approaches, 46% Meets, and 17% Masters in 2026. This represented improvement from 2025, when campus performance was 65% Approaches, 35% Meets, and 10% Masters. Grade 8 Social Studies reached 51% Approaches, 23% Meets, and 7% Masters in 2026, compared with 45% Approaches, 17% Meets, and 8% Masters in 2025.

Advanced Coursework and EOC Performance

Travis students participating in accelerated high-school courses continued to demonstrate strong EOC performance. These results represent relatively small, academically advanced cohorts and should be analyzed separately from the broader Grades 6–8 STAAR program.

2026 EOC	Approaches	Meets	Masters
Algebra I	100%	95%	67%
Biology	100%	98%	66%
English I	100%	99%	31%

Algebra I improved substantially at Meets, from 71% in 2025 to 95% in 2026, while Masters increased from 43% to 67%. Biology maintained 98% Meets while Masters increased from 44% to 66%. English I increased from 92% Meets in the official 2025 STAAR report to 99% in 2026, with 31% reaching Masters.

These EOC outcomes are an important campus strength but should not obscure achievement needs among the much larger population taking grade-level mathematics, RLA, science, and social studies assessments.

Student Growth — Domain 2

Achievement and growth present different pictures of campus performance. For 2026, Travis earned a School Progress Part A: Academic Growth raw score of 57, corresponding to a D, while Part B: Relative Performance produced a score of 80, corresponding to a B. The Relative Performance calculation reflects Travis's performance in relation to campuses serving similar percentages of economically disadvantaged students; Travis's economically disadvantaged population was 83.8% in the calculation.

The Academic Growth score of 57 indicates that improving the rate at which students make sufficient annual progress remains an important need even where achievement outcomes show improvement. Campus improvement efforts should therefore monitor both proficiency and growth rather than treating STAAR achievement alone as evidence of instructional progress.

NWEA MAP Growth

The most recent MAP baselines incorporated into the 2026–27 performance objectives indicate that 53.4% of Grades 6–8 students met or exceeded projected growth in Reading, including 53.3% of Hispanic students. In Mathematics, 41.1% of Grades 6–8 students met or exceeded projected growth, including 40.1% of Hispanic students. These baselines further identify mathematics growth as a campus need and provide a local, short-cycle measure for monitoring progress during 2026–27.

Closing the Gaps — Domain 3

In the 2026 Closing the Gaps calculation, Travis earned a raw score of 41 and a scaled score of 73, resulting in a C. The campus earned 18 of 32 available Academic Achievement points, 13 of 32 Growth points, 0 of 4 English Language Proficiency points, and 6 of 16 Student Success/STAAR component points.

Mathematics achievement continues to present concerns among student groups. Economically disadvantaged students achieved 27% Meets or above in Mathematics, compared with the applicable 35% interim target. Hispanic students achieved 31% Meets in Mathematics. These results indicate continued need to improve mathematics achievement while monitoring student-group differences rather than relying solely on the All Students result.

Special Education

Students receiving special education services continue to demonstrate achievement gaps that require focused monitoring. One of the clearest grade-level examples is Grade 6 Reading, where 15% of special education students achieved Meets Grade Level and 2% achieved Masters in 2026. The campus should continue monitoring special education performance by grade, subject, achievement level, and growth rather than combining results into a single campus percentage.

Emergent Bilingual Students and English Language Proficiency

English language proficiency remains a significant student-learning need. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available English Language Proficiency points. The prior-year TELPAS composite progress rate used in the calculation was 23%, compared with the 30% interim target.

This evidence supports continued monitoring of EB students' English language development alongside their performance in RLA, mathematics, science, and social studies. Language proficiency and academic achievement should be analyzed as related but distinct outcomes.

TSI Identification and Student-Group Performance

For the 2026 accountability year, Travis Middle School is identified for Targeted Support and Improvement (TSI) for four student groups: Hispanic, Economically Disadvantaged, Emergent Bilingual (EB), and Continuously Enrolled students. These student groups are explicit priorities within the 2026–27 Campus Improvement Plan and require targeted problem statements, strategies, and progress monitoring based on their identified areas of need.

The 2026 STAAR results demonstrate continued achievement gaps for these identified groups. Across Grades 3–8 Reading and Mathematics, excluding accelerated EOCs, 21% of Hispanic students, 19% of Economically Disadvantaged students, 16% of EB students, and 23% of Continuously Enrolled students performed at Meets Grade Level or above. When accelerated middle-school EOCs are included, performance increased to 29% for Hispanic students, 26% for Economically Disadvantaged students, 22% for EB students, and 32% for Continuously Enrolled students. Because accelerated EOC cohorts represent a different and generally higher-performing population, the campus will continue to distinguish accelerated-course performance from grade-level STAAR when evaluating the effectiveness of the broader instructional program.

Former Special Education students are not currently identified for TSI but are one year away from TSI identification. Current Special Education performance does not replace or represent Former Special Education performance; these groups will be analyzed separately. Beginning with 2026 reporting, Former Special Education includes students who received special education services during the preceding school year but are not receiving those services during the current school year. Across Grades 3–8 Reading and Mathematics in 2026, 11% of Former Special Education students performed at Meets Grade Level or above, compared

with 10% in 2025. When accelerated EOCs are included, the 2026 Meets rate remained 11%. This student group will receive focused monitoring throughout 2026–27 as an early-warning priority to prevent TSI identification.

The TSI identification is consistent with broader Closing the Gaps concerns. Travis Middle School earned a 2026 Domain 3 Closing the Gaps scaled score of 73 (C). Academic Achievement earned 18 of 32 available points, Growth earned 13 of 32 points, Student Success earned 6 of 16 points, and English Language Proficiency earned 0 of 4 points. These results indicate that improvement efforts must address both achievement and growth while maintaining specific attention to English language development for EB students.

MAP Growth

Historical NWEA MAP growth will be analyzed by subject and student group, including Hispanic, Economically Disadvantaged, Emergent Bilingual, Continuously Enrolled, Current Special Education, and Former Special Education students, to determine whether students are demonstrating adequate academic growth over time. MAP results will be reviewed alongside STAAR achievement and growth rather than used interchangeably with STAAR performance. This analysis will allow PLC/PLT teams to identify student groups demonstrating growth despite lower achievement, as well as groups for whom both achievement and growth remain concerns. MAP growth data will also be used as a short-cycle measure to evaluate instructional response between annual STAAR administrations.

HB 1416 Accelerated Instruction

Travis Middle School provides accelerated instruction for students who do not demonstrate satisfactory performance on applicable STAAR assessments in accordance with HB 1416 accelerated-instruction requirements. Students requiring accelerated instruction are identified using state assessment results, and campus staff monitor intervention and instructional support through the campus RTI/intervention process. HB 1416 information is considered alongside STAAR, MAP, common assessment, student-work, and intervention-progress data to determine whether students receiving accelerated instruction are making sufficient progress toward grade-level expectations.

The campus will continue to monitor HB 1416 participation and student progress by grade, subject, and student group, with particular attention to students represented in the campus's TSI groups. PLC/PLT teams will use formative and interim evidence to determine whether students receiving accelerated instruction are closing identified learning gaps and whether instructional adjustments or additional intervention supports are needed.

Strengths

Grade 8 Science demonstrated improvement from 2025 to 2026, increasing from 35% to 46% at Meets Grade Level and from 10% to 17% at Masters. Grade 7 Reading was the strongest grade-level RLA result, with 70% Approaches, 47% Meets, and 23% Masters. Grade 8 Mathematics improved from 31% to 33% at Meets, while Grade 8 Social Studies improved from 17% to 23% at Meets. Students enrolled in accelerated high-school courses demonstrated strong EOC performance, including 95% Meets in Algebra I, 98% in Biology, and 99% in English I. Travis also earned a Relative Performance score of 80 (B) in Domain 2. Accelerated EOC results are considered separately from grade-level STAAR results because these courses represent smaller, advanced student cohorts.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Economically disadvantaged students at Travis Middle School continue to demonstrate low mathematics achievement. In 2026, 27% of economically disadvantaged students performed at or above Meets Grade Level on STAAR Mathematics, compared with the 35% interim target, resulting in an 8-percentage-point gap.	Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.
2 ★	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
3 ★	Students continue to demonstrate a need for improved STAAR Math achievement. In 2026, 31% of mathematics tests were at or above Meets Grade Level, indicating continued need to increase grade-level proficiency.	Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.
4	Students continue to demonstrate a need for improved mathematics growth. In 2026, Travis earned an Academic Growth raw score of 57, indicating a continued need to accelerate student progress in mathematics.	Inconsistent use of formative data to adjust Tier I instruction and provide targeted interventions limits students' opportunities to accelerate mathematics growth.
5 ★	Special education students continue to demonstrate a need for improved reading achievement. In 2026 Grade 6 Reading, only 15% of special education students achieved Meets Grade Level and 2% achieved Masters.	Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

6 ★

EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.

Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

7

African American and Hispanic students at Travis Middle School are performing below state averages in STAAR Math and Reading due to inconsistent implementation of differentiated Tier I literacy and math instruction, limited scaffolding, and insufficient monitoring for these subgroups.

Tier I instruction is not consistently differentiated to address the varied academic and linguistic needs of African American and Hispanic learners. Teachers need ongoing support in planning and delivering scaffolded lessons that integrate academic vocabulary, culturally responsive strategies, and formative data analysis to close learning gaps and accelerate growth.

8 ★

Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.

Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

9 ★

Travis Middle School is identified for Targeted Support and Improvement (TSI) for the Continuously Enrolled student group. In 2026, Continuously Enrolled students did not meet the applicable Closing the Gaps performance targets across key academic indicators.

Campus instructional systems have not yet produced consistently strong Tier I instruction, intervention response, and progress monitoring across grade levels and content areas for students who remain continuously enrolled. Continued PLC/ PLT review of student work, common assessment results, intervention records, walkthrough evidence, and student-level growth data is needed.

10

In 2026, Former Special Education students performed below Closing the Gaps interim targets in key indicators.

TMS needs better systems in monitoring the transition of students exiting special education services.

★ = Priority

School Processes & Programs

Summary

Emphasis is placed on developing a master schedule that enables us to strategically place the best qualified personnel into the positions to best meet student needs. Within the master schedule we have developed time for our core content areas to collaborate daily through professional learning communities (PLC). The structure of that time provides opportunities to plan a backward design into highest leverage TEKS, high level questioning, exit tickets, and know/short charts. Time is also allocated to analyze student performance both within a department as well as a grade level. This allows teachers to adjust instruction frequently to better meet the needs of the students. Lastly, opportunities are built in for staff to observe and provide feedback to their peers as a means to grow and refine their craft through opportunities of role play and feedback. The goal is to allow teachers an goal have an self-analysis on first Tier 1 instructional strategies tailored to all student population, then analyze CFAs, interventions who need RTI and interventions.

To ensure that our students are receiving high quality instruction, we have implemented the use lesson-alignment and formative assessment during PLC. This document requires teachers to examine the specificity of the standards, how these standards are tested, develop instructional scaffolds and assessments to measure students mastery of these standards. They then align learning activities to the scaffolds for Tier 1 and 2 instruction. Professional development on topics such as data walls, data talks, and differentiation lessons with supports for our EB learners will be offered for our new teachers with after school clinics or lunch and learns.

With regards to student programs, our campus offers a dual language program that is dedicated to developing academically bilingual students. Travis also maintains a GT program that provides deeper and accelerated curriculum to the identified students. Additional programs available to students include Sheltered English, Art and Theatre Arts Clubs, Athletics and All Pro Dads. Our campus also houses a Verizon Innovative Learning Lab as well as CTE courses where students can engage in 21st century work. We are a one-to-one campus with all students having access to a Chromebook to facilitate learning.

Travis meets high school EOC requirements by offering Algebra, Biology, English I, Spanish and AP Spanish classes. We include parent information nights to raise their awareness of their children's opportunities.

School Safety Monitoring and Response

Travis Middle School monitors school safety through multiple sources, including **student discipline and behavior data, attendance and tardy patterns, administrative observations, student and family reports, safety procedures, and student, staff, and family perception data**. Spring 2026 Panorama results provide an additional measure of perceived safety and climate. Student School Safety was **54% favorable among 815 respondents**, approximately the 30th percentile nationally, while Family School Safety was **63% favorable among 61 respondents**, also approximately the 30th percentile. Student School Climate was **23% favorable**, below the 10th percentile nationally, demonstrating a need to continue monitoring students' experiences of the campus environment. Because perception data do not establish causation, campus leaders will triangulate survey findings with discipline, bullying, attendance, tardy, and other campus evidence to identify specific areas requiring action.

Safety concerns are addressed through campus behavior expectations, supervision, administrative response, communication with students and families, and appropriate student supports. Campus leadership will review safety and behavior indicators throughout the year to identify patterns by grade level, location, time of day, and student group when data are available. Findings will be used to adjust supervision, prevention efforts, student supports, and campus procedures.

Bullying Data and Prevention

Travis Middle School reviews **historical bullying reports and investigations** as part of its assessment of student safety, behavior, and school climate. Bullying data should be considered alongside discipline incidents and student perception evidence to determine whether patterns are improving, remaining stable, or increasing over time. **[Insert verified historical bullying counts/ rates by year.]** The campus will continue to monitor reported bullying incidents, investigation outcomes, locations and grade-level patterns, and repeated concerns throughout 2026–27. Bullying data will also be reviewed alongside Panorama School Safety and School Climate results so that student perceptions and documented incidents provide complementary evidence when evaluating campus safety.

Campus Recruitment Process

Travis Middle School's recruitment and selection process is designed to identify qualified staff who can effectively support the academic, behavioral, and social-emotional needs of middle-school students. Campus administration works within **Irving ISD recruitment and hiring procedures** to identify vacancies, review qualified applicants, conduct interviews, and select candidates based on certification, experience, instructional knowledge, ability to build positive student relationships, and alignment with campus needs.

Recruitment is an ongoing process rather than an activity limited to the beginning of the school year. Campus leadership monitors staffing needs and vacancies, participates in available district recruitment opportunities, reviews applicant pools, and uses campus interview teams to identify candidates who demonstrate the skills needed to support Travis students. Recruitment and hiring decisions are informed by campus staffing needs, content-area needs, student achievement priorities, and the need to maintain effective instruction across all grade levels and programs.

Student Transition Supports

Travis Middle School recognizes that successful transitions are important at multiple points in a student's middle-school experience. Transition supports include efforts to help **incoming sixth-grade students adjust to middle school, students entering Travis during the school year connect to campus expectations and supports, and eighth-grade students prepare for the transition to high school**.

Campus staff use orientation activities, family communication, counseling and administrative support, academic information, student schedules, and campus events to help students and families understand expectations and available resources. For students enrolling during the year, staff review available academic and student-support information to identify immediate instructional or support needs. Eighth-grade transition efforts support students and families as they prepare for high-school course selection, academic expectations, and increased student responsibility. Transition effectiveness will be monitored through attendance, behavior, academic performance, student/family feedback, and other available indicators to identify students who may need additional support.

Year-Round Support for New and Struggling Teachers

Travis Middle School will maintain a **year-round system of support for new teachers and teachers requiring additional instructional support**, rather than limiting support to beginning-of-year orientation. The support system will include regular administrative and instructional check-ins, PLC/PLT collaboration, coaching and feedback, opportunities to observe effective instructional practices, targeted professional learning, assistance with planning and assessment, and follow-up based on identified teacher and student needs.

Support will be differentiated according to teacher experience and demonstrated need. New teachers will receive structured assistance with campus procedures, curriculum and instructional expectations, classroom management, lesson planning, assessment practices, and the use of student data. Teachers experiencing instructional challenges will receive targeted coaching and support based on observable needs, including collaborative planning, modeling or observation opportunities, feedback, and follow-up monitoring. Campus leaders will use walkthrough evidence, PLC/PLT artifacts, common assessment results, student work, coaching documentation, and teacher feedback to determine whether supports are being implemented and whether additional assistance is needed.

The purpose of the year-round system is to strengthen instructional capacity, provide timely assistance before challenges become persistent, and increase teacher effectiveness and retention. Implementation will be monitored throughout the school year so that professional learning and coaching can be adjusted in response to emerging staff and student needs.

Strengths

Strengths in this category stem from our master schedule which allocates time for PLCs daily. Additionally, RTI day is assigned for each content area to ensure intervention time for all tier students. In addition, collaboration time is built in for our core-content tested teachers.

To continue to develop our staff, we offer a variety of professional development opportunities, within staff meetings, and campus based offerings on professional learning days. To grow leadership capacity on campus, team leaders are asked to share their expertise in professional developments.

Travis presents a unique opportunity with our dual language program so that students can continue or begin study in becoming multi-lingual citizens. Because of our partnership with Verizon, students also have the unique opportunity to participate in classes designed to develop innovative technological skills.

Counselors and administrators work together to proactively address bullying as well as tackle bullying reports. Our students have multiple methods to report, both in person, electronically and anonymously. Counselors provide prevention on suicide and bullying through guidance lessons throughout the year and in each lesson taught counselors speak before the 2025 semester.

Parents play an active role in education by participating in classes designed to help them better understand and support their children's learning needs. Additionally, parent volunteers collaborate with the parent liaison on various activities that contribute to enhancing our school culture. Parent engagement is a focus strengthened by using tools such as social media, Kinvolved, School Messenger and our partnership with our parent liaison and PTO.

A house system program allows for students to build their character. Critter Coin is used campus wide to implement and incentivize positive behavior within the classroom and throughout the school. Students will receive points based on the positive trait they exhibit. After each 6 weeks students will be able to order from the Travis store through the Critter Coin app and the Student Success Coach will deliver students orders.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes
2	While the campus has provided professional development and support on instructional strategies designed to increase engagement among diverse learners, implementation of these practices remains inconsistent across classrooms. Limited evidence of student-centered, interactive learning strategies indicates a need for greater accountability and coaching to ensure engagement practices are consistently	Teachers have received training on engagement strategies but lack sustained follow-up, coaching, and feedback to support consistent classroom implementation. PLT discussions and lesson planning have not routinely emphasized active learning structures or student discourse, resulting in varied levels of engagement across grade levels and content areas.
3	Current data-tracking systems for intervention are inconsistent, making it difficult to monitor student progress and ensure that all learners--regardless of tier--receive targeted small-group support. Strengthening data collection and analysis practices is essential to improve the effectiveness and equity of intervention efforts across grade levels.	Teachers and intervention teams lack a unified system and consistent structures for tracking academic and behavioral data to guide small-group instruction. Progress-monitoring tools are underutilized, and data discussions in PLCs are not consistently focused on identifying intervention effectiveness or adjusting instructional strategies based on student needs.
4	Parent participation in PTO activities at Travis Middle School remains low, limiting opportunities for families to actively engage in campus initiatives and decision-making processes. Increasing meaningful, two-way communication and inclusive outreach efforts is needed to strengthen partnerships that support student success.	Current communication and outreach strategies are not fully meeting the needs or schedules of Travis families. Events and PTO activities are often scheduled without adequate input from parents, and communication channels may not be accessible or linguistically responsive for all families. As a result, parents may feel disconnected from campus events and decision-making opportunities.

5 ★	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

★ = Priority

Perceptions

Summary

Mission Statement: Travis Middle School is a collaborative community that promotes career-ready citizens in a global society.

Vision Statement: Empowering students to be global citizens and life-long learners.

Travis Middle School will continue to focus on increasing family and community involvement by providing opportunities throughout the year for parents and community members to participate on campus and in the educational process. Opportunities include Meet the Teacher Night, Open House, All Pro Dads, Fine Arts events, athletic events, parent learning classes, Coffee with the Principal, Title I meetings, Campus Improvement Committee (CIC) participation, and other campus-sponsored events. The campus parent liaison supports these efforts by facilitating parent learning opportunities, recruiting parent volunteers, connecting families with campus resources, and gathering feedback regarding parent and community needs. Parents and community members are also represented on the CIC, which meets four times annually to review campus needs and provide input into the schoolwide program and Parent and Family Engagement Policy.

Spring 2026 Panorama Education results serve as the campus's primary current source for student, staff, and family perceptions. Student participation was high, with approximately **814–815 students** responding to applicable survey topics. The survey included **41 teacher respondents, 18 school staff respondents, and approximately 61–62 family respondents**, depending on the topic. Because the staff and family samples were substantially smaller than the student sample, those results are interpreted cautiously and as perception evidence rather than causal evidence.

Student results identify school climate and engagement as areas requiring continued attention. **School Safety was 54% favorable**, approximately the 30th percentile nationally; **Rigorous Expectations was 47% favorable**, below the 10th percentile; **Valuing of School was 41% favorable**, approximately the 10th percentile; and **School Climate was 23% favorable**, below the 10th percentile nationally. These results indicate a continued need to strengthen students' perceptions of safety, belonging, school value, positive climate, and rigorous academic expectations.

Family results provide additional information about communication, engagement, and school climate. **Family School Attendance was 82% favorable, School-Family Communication was 69%, Staff-Family Relationships was 65%, Family Efficacy was 64%, School Safety was 63%, and School Climate and School Fit were each 53%**. **Family Engagement was 16% favorable**, identifying meaningful family participation as an important area for continued improvement. The campus will continue to provide multiple methods of communication and engagement through the parent liaison, campus events, parent learning opportunities, CIC participation, Title I meetings, school communications, and opportunities for families to provide feedback.

Staff perceptions also provide evidence regarding campus culture and organizational supports. Among **41 teacher respondents**, Staff-Leadership Relationships were **66% favorable**, Professional Learning and Well-being were each **59%**, Feedback and Coaching was **56%**, School Leadership was **55%**, Evaluation was **53%**, and Student Behavior was **39%**. Among the **18 school staff respondents**, Staff-Leadership Relationships were **75% favorable**, Well-being was **67%**, Evaluation was **66%**, Professional Learning and School Leadership were each **61%**, and Feedback and Coaching was **60%**. These results will be considered alongside staffing, retention, coaching, walkthrough, and other campus evidence when identifying staff support needs.

Attendance remains an important student engagement indicator. The most recent TAPR reports a **2024–25 campus attendance rate of 95.1%**, compared with 94.8% for Irving ISD and 93.9% statewide. Attendance by demographic group was **94.1% for African American students, 95.1% for Hispanic students, 96.2% for White students, 96.8% for American Indian students, 96.2% for Asian students, 95.9% for students of Two or More Races, 93.6% for Special Education students, 95.0% for Economically Disadvantaged students, and 95.2% for EB/EL students**. Chronic absenteeism was **13.6% campuswide**, including 12.9% for African American students, 15.3% for Hispanic students, 3.8% for White students, 18.5% for Special Education students, 12.9% for Economically Disadvantaged students, and 13.4% for EB/EL students. Special Education and Hispanic students had among the highest reportable chronic absenteeism rates and remain important groups for attendance monitoring and intervention.

Staff attendance is monitored because staff absences can affect instructional continuity, student routines, and campus operations. **The available campus documents do not provide a verified 2025–26 average number of staff absences; this figure will be added from campus HR/absence records when available.** Staff absence patterns will be reviewed throughout the year to identify trends and determine whether additional attendance, wellness, staffing, or instructional continuity supports are needed.

Parent and community participation is supported through multiple opportunities, including CIC representation, Title I meetings, parent learning classes, campus events, individual conferences, volunteer opportunities, surveys, and review of the Parent and Family Engagement Policy and Compact. The CIC includes parent/community representation and meets **four times annually**. The campus also provides Title I meetings at multiple dates and times and provides ongoing opportunities for parents to participate in campus decision-making and provide feedback. **A verified overall 2025–26 parent/community event participation rate is not available in the current campus documents.** The campus will monitor participation through event sign-in records, volunteer records, meeting attendance, family survey participation, and parent liaison documentation to establish a participation baseline and evaluate whether engagement opportunities are reaching a broader representation of Travis families and community stakeholders.

Strengths

Travis's strengths in perception are as follows:

- Despite our attendance rates going down over the last couple of years, we continue to have the highest attendance rate amongst the middle schools in Irving ISD.
- Many of the district employees feel that Travis has a positive culture and perception, and as a result, many choose to place their children here on transfers from within the district and without.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family engagement remains an area of need at Travis Middle School. In the Spring 2026 Panorama Family Survey, Family Engagement scored 16%, indicating a need to strengthen opportunities for families to participate in and feel connected to the school community.	Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized. Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Economically disadvantaged students at Travis Middle School continue to demonstrate low mathematics achievement. In 2026, 27% of economically disadvantaged students performed at or above Meets Grade Level on STAAR Mathematics, compared with the 35% interim target, resulting in an 8-percentage-point gap.	Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.
2 ★	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes
3 ★	Students continue to demonstrate a need for improved STAAR Math achievement. In 2026, 31% of mathematics tests were at or above Meets Grade Level, indicating continued need to increase grade-level proficiency.	Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.
4 ★	Family engagement remains an area of need at Travis Middle School. In the Spring 2026 Panorama Family Survey, Family Engagement scored 16%, indicating a need to strengthen opportunities for families to participate in and feel connected to the school community.	Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized. Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.
5 ★	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

6 ★	Special education students continue to demonstrate a need for improved reading achievement. In 2026 Grade 6 Reading, only 15% of special education students achieved Meets Grade Level and 2% achieved Masters.	Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.
7 ★	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.
8 ★	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
9 ★	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.
10 ★	Chronic absenteeism remains a concern despite a 95.1% attendance rate. In 2024-25, chronic absenteeism increased from 11.8% to 13.6% and was highest among Special Education students at 18.5%.	Campus systems for identifying and responding to students showing early patterns of chronic absenteeism may not provide sufficiently consistent, timely, and differentiated interventions before students reach the chronic absenteeism threshold.

11 ★

Hispanic students continue to represent a high percentage of campus suspensions. In 2026, Hispanic students accounted for 84.4% of all suspensions, indicating a need to reduce disciplinary removals and strengthen proactive behavioral supports.

Inconsistent implementation of proactive behavior supports, early interventions, and restorative responses may contribute to repeated behaviors that result in disciplinary removals.

12 ★

Travis Middle School is identified for Targeted Support and Improvement (TSI) for the Continuously Enrolled student group. In 2026, Continuously Enrolled students did not meet the applicable Closing the Gaps performance targets across key academic indicators.

Campus instructional systems have not yet produced consistently strong Tier I instruction, intervention response, and progress monitoring across grade levels and content areas for students who remain continuously enrolled. Continued PLC/ PLT review of student work, common assessment results, intervention records, walkthrough evidence, and student-level growth data is needed.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

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 Grade 6-8 students who meet or exceed projected growth on NWEA MAP Growth Reading from 53.4% to 63.4% by May 2027.

Increase the percentage of Hispanic students who meet or exceed projected growth on NWEA MAP Growth Reading from 53.3% to 63.3% by May 2027.

Evaluation Data Source: NWEA Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Implement consistent, evidence-based reading practices across grades 6-8 that emphasize academic vocabulary development, close reading strategies, and structured student discourse. Teachers will integrate differentiated supports and language scaffolds aligned to the ELPS to ensure Emergent Bilingual (EB) students can access and engage with grade-level texts.

Strategy's Expected Result/Impact: Students will demonstrate increased comprehension and vocabulary application across content areas, as measured by classroom assessments, MAP Growth Reading results, and STAAR Reading performance. EB students will show improved language proficiency and reading fluency through intentional integration of ELPS strategies and small-group instruction.

Staff Responsible for Monitoring: RLA Administrator

Problem Statements: Demographics 2 - Student Learning 2, 3, 6

Funding Sources: School Supplies, Student Incentives, Honor Roll Celebrations 199 - General Funds, , 211 - Title I-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
3	Students continue to demonstrate a need for improved STAAR Math achievement. In 2026, 31% of mathematics tests were at or above Meets Grade Level, indicating continued need to increase grade-level proficiency.	Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 2

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or above on STAAR Reading from 45% to 55% by May 2027.

Increase the percentage of Hispanic students scoring at Meets Grade Level or above on STAAR Reading from 43% to 53% by May 2027.

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Teachers will use MAP Growth Reading data and IXL skill diagnostics to identify gaps in comprehension, vocabulary, and inferencing skills. Students will be assigned personalized IXL Reading skill plans during WIN Time, advisory, and tutorials. Teachers will monitor student progress through weekly IXL reports and adjust instruction in PLTs using data-driven instruction (DDI) protocols.

Strategy's Expected Result/Impact: The percentage of students in Grades 6-8 scoring at Meets Grade Level or above on STAAR Reading will increase from 45% in 2026 to 55% by May 2027.

The percentage of Grade 6-8 students who meet or exceed their projected growth on NWEA MAP Growth Reading will increase from 53.4% to 63.4% by May 2027. The percentage of Hispanic students meeting or exceeding projected MAP Reading growth will increase from 53.3% to 63.3%.

At least 80% of students assigned targeted IXL Reading skill plans will demonstrate documented progress toward mastery of identified skill gaps, as measured through weekly IXL proficiency and diagnostic reports.

Staff Responsible for Monitoring: RLA Academic Specialist

Problem Statements: Demographics 2 - Student Learning 2, 5, 6 - School Processes & Programs 1

Funding Sources: IXL 199 - General Funds: SCE, $4,850, School Supplies 211 - Title I-A, $5,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
5	Special education students continue to demonstrate a need for improved reading achievement. In 2026 Grade 6 Reading, only 15% of special education students achieved Meets Grade Level and 2% achieved Masters.	Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

Performance Objective 3

Increase the percentage of students scoring at Meets Grade Level or above on the English I EOC from 99% to 100% by May 2027.

Increase the combined percentage of students scoring at Meets Grade Level or above on Grades 6-8 RLA and English I from 45% to 55% by May 2027, with a primary focus on increasing achievement among Hispanic students.

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans, IXL
Data meeting agendas

Strategy 1 ☑ Results Driven Accountability

RLA and English I teachers will use weekly PLTs to analyze TEKS-level student performance, plan standards-aligned lessons and common formative assessments, examine student work, and identify reteach/enrichment needs. PLCs will specifically monitor performance of Hispanic students and students not yet meeting grade-level expectations. Instructional leaders will conduct regular walkthroughs and provide feedback on rigor, alignment, academic vocabulary, written response, and evidence-based reading strategies.

Strategy's Expected Result/Impact: By May 2027, the combined percentage of students scoring at Meets Grade Level or above on Grades 6-8 RLA and English I will increase from 45% to 55%, with progress for Hispanic students reviewed after each common/interim assessment. English I Meets performance will increase from 99% to 100%. Short-cycle evidence will show increasing mastery of priority TEKS and a reduction in the percentage of students requiring reteach.

Staff Responsible for Monitoring: RLA Administrator

Problem Statements: Student Learning 6 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

RLA Grades 6-8 and English I teachers will use daily formative assessments (e.g., Exit Tickets, Demonstrations of Learning, and Common Formative Assessments), MAP assessments, and at least one comprehensive common assessment per six-week reporting period to identify students' learning needs. During PLC/PLT data cycles, teachers and instructional support staff will disaggregate achievement and growth data by grade level, course, and student group, with explicit monitoring of **Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students**, the campus's four TSI-identified student groups. Teachers will use the results to plan Tier I reteach, targeted small-group instruction, and intervention based on prerequisite literacy skills, grade-level/course rigor, and demonstrated student needs. For Emergent Bilingual students, RLA and English I instruction will incorporate explicit academic vocabulary, comprehension supports, structured student discourse, and frequent opportunities for students to read, write, speak, and respond to increasingly complex texts. PLC/PLT teams and campus leaders will monitor formative and common assessments, MAP growth, student work, intervention response, and STAAR/English I EOC progress and adjust instruction and interventions based on student response and progress toward applicable Closing the Gaps targets.

Strategy's Expected Result/Impact: By May 2027, a greater percentage of students receiving targeted support will demonstrate mastery of identified RLA TEKS on common and interim assessments, contributing to an increase from 45% to 55% Meets or above across Grades 6-8 RLA and English I. Hispanic student performance will show measurable improvement across interim checkpoints, and English I will reach 100% Meets or above.

Staff Responsible for Monitoring: RLA Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Teachers will focus on the 5 instructional strategies (stop and jot, think-pair-share, chunking, active monitoring, sentence stems) through professional learning communities and professional development. Teachers will develop questions that will be labeled on their exemplar and announce what they are looking for in their aggressive monitoring.

Strategy's Expected Result/Impact: Teachers will understand the level of mastery of their students and document data on their students identifying students through tiers.

Staff Responsible for Monitoring: Academic Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on NWEA MAP Growth Mathematics from 41.1% to 51.1% by May 2027.

Increase the percentage of Hispanic students who meet or exceed projected growth on NWEA MAP Growth Mathematics from 40.1% to 50.1% by May 2027.

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans
Data meeting agendas

Strategy 1

Campus administrators, instructional leaders, and teachers will implement targeted Tier I instructional supports and intervention cycles based on disaggregated RLA and mathematics data. PLC/PLT teams will identify students not meeting grade-level expectations, develop responsive instructional plans, monitor student work and common/interim assessment results, and adjust instruction or intervention at regular data-review cycles. Implementation will prioritize students represented in identified accountability groups, including Continuously Enrolled, Hispanic, Economically Disadvantaged, and Emergent Bilingual students.

Strategy's Expected Result/Impact: The Math teachers' understanding of curriculum expectations and Internalization
development will improve lesson rigor, improve tier 1 instruction, and improve STAAR scores.

Staff Responsible for Monitoring: Principal

Funding Sources: Academic Specialist 211 - Title I-A, , Interventionist 211 - Title I-A, , Snacks for Training 199 - General Funds, $3,000, IXL 199 - General Funds: SCE,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Math teachers will use daily formative assessments (e.g., Exit Tickets, Demonstrations of Learning, and Common Formative Assessments), MAP assessments, and at least one comprehensive common assessment per six-week reporting period to identify students' learning needs. During PLC/PLT data cycles, teachers and instructional support staff will disaggregate achievement and growth data by grade level and student group, with explicit monitoring of Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students, the campus's four TSI-identified student groups. Teachers will use the results to plan Tier I reteach, targeted small-group instruction, and intervention based on prerequisite skill gaps, grade-level rigor, and demonstrated student needs. For Emergent Bilingual students, mathematics instruction will incorporate academic vocabulary, comprehension supports, structured student discourse, and opportunities to explain mathematical reasoning. PLC/PLT teams and campus leaders will monitor formative and common assessments, MAP growth, student work, intervention response, and STAAR progress and adjust instruction and interventions based on student response and progress toward applicable Closing the Gaps targets.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Math Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Implement targeted math intervention and enrichment through IXL, aligned with MAP Growth data and IXL Diagnostics, to address individual student learning gaps and accelerate mastery of grade-level standards. Teachers will assign prescriptive IXL skill plans based on each student's diagnostic profile and MAP performance to ensure personalized practice. Progress will be monitored in 3 week cycles, with intervention time scheduled during Win time and after-school tutorials to provide additional support.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implementation of this strategy will contribute to measurable improvement from the current 2026 baselines toward the established 2027 performance targets. Progress will be monitored throughout the year using common and interim assessments, MAP growth, student work, intervention data, and PLC/PLT progress-monitoring evidence, with results disaggregated by grade level and student group. Particular attention will be given to Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students as the campus's identified TSI groups. Former Special Education students will also be monitored as an early-warning group but will not be classified as TSI.

Staff Responsible for Monitoring: Academic Specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 5

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or above on STAAR Mathematics from 33% to 45% by May 2027.

Increase the percentage of Hispanic students scoring at Meets Grade Level or above on STAAR Mathematics from 31% to 41% by May 2027.

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans
Data meeting agendas

Strategy 1

Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs.

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by
students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Math Administrator

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 8 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

The Math teachers and Title 1 Intervention Specialists will utilize ST Math and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.

Strategy's Expected Result/Impact: Tier 2 interventions (in class during intervention) will be more effective in helping students to close achievement gaps.

Staff Responsible for Monitoring: Academic Specialist

Funding Sources: Title 1 Intervention Specialists 211 - Title I-A, , IXL 199 - General Funds: SCE, $4,850, Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Economically disadvantaged students at Travis Middle School continue to demonstrate low mathematics achievement. In 2026, 27% of economically disadvantaged students performed at or above Meets Grade Level on STAAR Mathematics, compared with the 35% interim target, resulting in an 8-percentage-point gap.	Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.

2	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
3	Students continue to demonstrate a need for improved STAAR Math achievement. In 2026, 31% of mathematics tests were at or above Meets Grade Level, indicating continued need to increase grade-level proficiency.	Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.
8	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 6

Increase the percentage of students scoring at Meets Grade Level or above on the Algebra I EOC from 95% to 97% by May 2027.

Increase the combined percentage of students scoring at Meets Grade Level or above on Grades 6-8 Mathematics and Algebra I from 33% to 43% by May 2027, with a primary focus on increasing achievement among Hispanic students.

Evaluation Data Source: Unit Assessment Data, Interim Assessments, Intervention plans, IXL and ST Math

Strategy 1

Strengthen Tier I Algebra I instruction through lesson design that emphasizes conceptual understanding, real-world problem solving, and structured academic discourse. Teachers will utilize data-driven small-group instruction, reteach cycles, and ongoing formative assessments to address skill gaps, with intentional supports and scaffolds for Hispanic students to ensure equitable access to rigorous content.

Strategy's Expected Result/Impact: Students will demonstrate improved mastery of algebraic concepts, problem-solving accuracy, and mathematical reasoning as evidenced by classroom assessments, common unit exams, and interim STAAR benchmarks. Hispanic students will show measurable growth in both conceptual understanding and STAAR performance due to increased access to differentiated supports and structured academic talk routines in math classrooms.

Staff Responsible for Monitoring: GT Administrator

Problem Statements: Demographics 1 - Student Learning 8 - School Processes & Programs 5

Funding Sources: 199 - General Funds,

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 7 ☑ High Priority

Increase the percentage of Grade 8 students scoring at Meets Grade Level or above on STAAR Science from 46% to 56% by May 2027.

Evaluation Data Source: Unit Assessment Data, Interim Assessments, Intervention plans, IXL

Strategy 1

Implement consistent, standards-aligned Tier I Science instruction with targeted intervention based on student performance data. Grade 8 Science teachers will use common assessments, student work, and STAAR-aligned data to identify TEKS gaps, provide reteach and enrichment, and monitor progress toward increasing Meets Grade Level performance from 46% to 56% by May 2027.

Strategy's Expected Result/Impact: Grade 8 students will demonstrate increased mastery of priority Science TEKS, resulting in improved performance on common assessments and STAAR Science, with the percentage achieving Meets Grade Level or above increasing from 46% to 56% by May 2027.

Staff Responsible for Monitoring: Science Administrator

Problem Statements: Student Learning 6 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

Performance Objective 8

Increase the percentage of Grade 8 students scoring at Meets Grade Level or above on STAAR Social Studies from 23% to 33% by May 2027.

Strategy 1

Strengthen Grade 8 Social Studies instruction through frequent opportunities for students to analyze primary and secondary sources, interpret maps and historical information, use academic vocabulary, and construct evidence-based responses aligned to priority TEKS. Teachers will use student work and assessment results to adjust instruction and provide focused support for standards not yet mastered.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of Grade 8 Social Studies TEKS and improved ability to analyze sources, apply academic vocabulary, and support responses with evidence, resulting in an increase from 23% to 33% at Meets Grade Level or above on STAAR Social Studies by May 2027.

Staff Responsible for Monitoring: Social Studies Administrator

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.	Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by 1 level from 23% to 30% by May 2027.

Strategy 1

Strengthen academic language development for Emergent Bilingual students by embedding consistent listening, speaking, reading, and writing opportunities across Tier I instruction.

Teachers will use students' TELPAS proficiency levels and ongoing language evidence to differentiate supports and monitor progress toward the next proficiency level.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased English language proficiency across language domains, resulting in an increase from 23% to 30% of students demonstrating TELPAS composite progress by May 2027.

Staff Responsible for Monitoring: LPAC Administrator

Problem Statements: Demographics 2 - Student Learning 6

Formative Reviews

November	February	April	June

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 10 ☑ High Priority

By the end of the 2026-2027 school year, Travis Middle School will increase academic achievement for

Continuously Enrolled students, a 2026 TSI-identified student group. The percentage of Continuously Enrolled students achieving Meets Grade Level or above will increase from the 2026 baseline of 48% to at least 58% in RLA and from 36% to at least 46% in Mathematics, as measured by 2027 STAAR and applicable Closing the Gaps accountability data. Progress will be monitored through common assessments, district/interim assessments, MAP growth, student work, intervention progress, and PLC/PLT data reviews.

Evaluation Data Source: STAAR, Closing the Gaps reports, MAP Growth, common/interim assessments, student work, intervention records, and PLC/PLT progress-monitoring documentation.

Strategy 1

RLA Grades 6-8 and English I teachers will implement a consistent cycle of formative assessment, data-driven PLC/PLT analysis, targeted Tier I reteach, small-group instruction, and intervention to address identified literacy needs and improve achievement and growth for all students, with explicit monitoring of Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students, the campus's four TSI-identified student groups. Teachers will use daily formative assessments (e.g., Exit Tickets, Demonstrations of Learning, and Common Formative Assessments), MAP assessments, and at least one comprehensive common assessment per six-week reporting period to identify students' learning needs. During PLC/PLT data cycles, teachers and instructional support staff will disaggregate achievement and growth data by grade level, course, and student group. Teachers will use the results to plan Tier I reteach, targeted small-group instruction, and intervention based on prerequisite literacy skills, grade-level/course rigor, and demonstrated student needs. For Emergent Bilingual students, RLA and English I instruction will incorporate explicit academic vocabulary, comprehension supports, structured student discourse, and frequent opportunities for students to read, write, speak, and respond to increasingly complex texts. PLC/PLT teams and campus leaders will monitor formative and common assessments, MAP growth, student work, intervention response, and STAAR/English I EOC progress and adjust instruction and interventions based on student response and progress toward applicable Closing the Gaps targets.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implementation of this strategy will result in increased RLA achievement and academic growth from the 2026 baselines toward the established 2027 performance targets for Grades 6-8 RLA and English I. Short-cycle assessment results will demonstrate an increasing percentage of students meeting grade-level/course expectations throughout the year, with reduced achievement and growth gaps for Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students. MAP growth, common assessments, student work, intervention data, STAAR RLA, English I EOC, and applicable Closing the Gaps indicators will be used to determine the strategy's impact and guide instructional adjustments.

Staff Responsible for Monitoring: RLA Administrator

Problem Statements: Student Learning 2, 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
6	EB students continue to demonstrate a need for improved English language proficiency. In 2026, Travis earned 0 of 4 Closing the Gaps points for English Language Proficiency, with TELPAS progress at 23% compared with the 30% interim target.	Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

Performance Objective 11 ☑ High Priority

By the end of the 2026-2027 school year, Travis Middle School will increase mathematics achievement for Economically Disadvantaged students, a 2026 TSI-identified student group, by increasing the percentage of students achieving Meets Grade Level or above on STAAR Mathematics by at least 10 percentage points from the verified 2026 baseline, with progress monitored separately by Grades 6, 7, and 8 and by applicable accelerated mathematics/EOC courses.

Evaluation Data Source: 2027 STAAR Mathematics, Closing the Gaps reports, MAP Growth, common/interim mathematics assessments, student work, intervention progress, and PLC/PLT data reviews.

Strategy 1

Mathematics teachers in Grades 6-8 and applicable accelerated mathematics/EOC courses will implement a consistent cycle of formative assessment, data-driven PLC/PLT analysis, targeted Tier I reteach, small-group instruction, and intervention to improve mathematics achievement for Economically Disadvantaged students, a 2026 TSI-identified student group. Teachers will use daily formative assessments (e.g., Exit Tickets, Demonstrations of Learning, and Common Formative Assessments), MAP assessments, and at least one comprehensive common assessment per six-week reporting period to identify learning needs. During PLC/PLT data cycles, teachers and instructional support staff will disaggregate achievement and growth data by grade level, course, and student group to identify prerequisite skill gaps and areas where students are not demonstrating mastery of grade-level standards. Teachers will use the results to plan Tier I reteach, targeted small-group instruction, and intervention while maintaining grade-level rigor. PLC/PLT teams and campus leaders will monitor formative and common assessments,

MAP growth, student work, intervention response, and STAAR/Algebra I EOC progress and adjust instruction and interventions based on student response.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implementation of this strategy will increase the percentage of Economically Disadvantaged students achieving Meets Grade Level or above on STAAR Mathematics by at least 10 percentage points from the verified 2026 baseline. Progress will be monitored separately for Grades 6, 7, and 8 and applicable accelerated mathematics/EOC courses. Short-cycle assessment results, MAP growth, student work, intervention data, STAAR Mathematics, Algebra I EOC, and applicable Closing the Gaps indicators will demonstrate whether Economically Disadvantaged students are making sufficient progress toward the established 2027 target and will guide instructional adjustments throughout the year.

Staff Responsible for Monitoring: Math Administrator

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 8 - School Processes & Programs 5

Formative Reviews

November	February	April	June

Performance Objective 11 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.
2	Emergent Bilingual (EB) students at Travis Middle School continue to demonstrate a need for increased progress in English language proficiency and academic growth. In the 2026 Closing the Gaps calculation, Travis earned 0 of 4 available points for the English Language Proficiency component, with a prior-year TELPAS composite progress rate of 23% compared with the 30% interim target. Additionally,	Language-development supports may not be consistently integrated across content-area Tier I instruction to provide EB students with sufficient opportunities to develop academic language while engaging with grade-level content.

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Economically disadvantaged students at Travis Middle School continue to demonstrate low mathematics achievement. In 2026, 27% of economically disadvantaged students performed at or above Meets Grade Level on STAAR Mathematics, compared with the 35% interim target, resulting in an 8-percentage-point gap.	Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.
2	Hispanic students continue to demonstrate a need for improved STAAR Math and Reading achievement. In 2026, 52% achieved Approaches in Math and 43% achieved Meets in Reading, indicating continued gaps in grade-level proficiency.	Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.
3	Students continue to demonstrate a need for improved STAAR Math achievement. In 2026, 31% of mathematics tests were at or above Meets Grade Level, indicating continued need to increase grade-level proficiency.	Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.
8	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 11 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Hispanic students continue to demonstrate a need for improved STAAR Math achievement. In 2026, Grade 7 Math was the greatest area of need, with Hispanic students performing at 15% Approaches, 8% Meets, and 3% Masters.	Inconsistent implementation and monitoring of rigorous, standards-aligned Tier I math instruction and targeted supports limit opportunities for students to master grade-level content.

Performance Objective 12

By the end of the 2026-2027 school year, Travis Middle School will improve and monitor academic performance for Former Special Education students, who are one year away from TSI identification but are not currently identified for TSI. The percentage of Former Special Education students achieving Meets Grade Level or above will increase from the 2026 baseline of 60% to at least 70% in RLA and from 50% to at least 60% in Mathematics, as measured by 2027 STAAR and applicable Closing the Gaps data. Student progress will be reviewed throughout the year to determine whether students who have exited special education services are maintaining or improving academic performance.

Evaluation Data Source: STAAR, Closing the Gaps reports, MAP Growth, common/interim assessments, student work, intervention data, and PLC/PLT progress-monitoring documentation.

Strategy 1

RLA and mathematics teachers, interventionists, and instructional support staff will implement a consistent cycle of progress monitoring, data-driven PLC/PLT analysis, targeted Tier I instruction, and intervention for Former Special Education students, who are one year away from TSI identification but are not currently identified for TSI. During PLC/PLT data cycles, staff will disaggregate Former Special Education achievement and growth data separately from Current Special Education data to determine whether students who have exited special education services are maintaining or improving academic performance. Teachers will use daily formative assessments, Common Formative Assessments, MAP assessments, comprehensive common assessments, student work, and intervention data to identify learning gaps and provide timely reteach, targeted small-group instruction, and intervention. Campus leaders and PLC/PLT teams will review progress throughout the year and adjust instructional supports when students demonstrate insufficient progress toward grade-level expectations.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implementation of this strategy will increase the percentage of Former Special Education students achieving Meets Grade Level or above from the 2026 baseline of 60% to at least 70% in RLA and from 50% to at least 60% in Mathematics, as measured by 2027 STAAR and applicable Closing the Gaps data. Formative and common assessments, MAP growth, student work, intervention response, and STAAR results will demonstrate whether Former Special Education students are maintaining or improving academic performance after exiting special education services. Progress will be reviewed throughout the year as an early-warning measure to prevent future TSI identification, while Former Special Education remains classified as a monitoring priority rather than a current TSI group.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5

Formative Reviews

November	February	April	June

Performance Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Special education students continue to demonstrate a need for improved reading achievement. In 2026 Grade 6 Reading, only 15% of special education students achieved Meets Grade Level and 2% achieved Masters.	Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the percentage of students who are chronically absent from 10.9% to 8.0% by May 2027.

Decrease the percentage of Hispanic students who are chronically absent from 11.2% to 8.0% by May 2027.

Reduce chronic absenteeism among Special Education students from the 18.5% baseline to 10.0% or below by the end of the 2026-2027 school year

Evaluation Data Source: Data Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Implement a proactive attendance support system that identifies students at risk of chronic absenteeism early and provides timely, individualized interventions. Campus staff will conduct regular attendance reviews, engage students and families to identify barriers, provide targeted supports, and monitor attendance patterns with particular attention to Hispanic students.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, implementation of this strategy will reduce the campus chronic absenteeism rate to 8.0% or below and reduce chronic absenteeism among Special Education students from the verified 18.5% baseline to 10.0% or below, as measured by campus and district attendance data. Progress will be reviewed throughout the year by grade level and student group to determine whether attendance interventions are producing the expected reduction.

Staff Responsible for Monitoring: Attendance Clerk

Problem Statements: Demographics 3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Chronic absenteeism remains a concern despite a 95.1% attendance rate. In 2024-25, chronic absenteeism increased from 11.8% to 13.6% and was highest among Special Education students at 18.5%.	Campus systems for identifying and responding to students showing early patterns of chronic absenteeism may not provide sufficiently consistent, timely, and differentiated interventions before students reach the chronic absenteeism threshold.

Performance Objective 2

Decrease the percentage of Hispanic students represented in all suspensions from 84.4% to 82.5% or lower by May 2027.

Evaluation Data Source: Cognos reports to identify discipline referrals

Strategy 1 ☑ Results Driven Accountability

Strengthen proactive behavior supports and consistent discipline practices through early identification of behavioral concerns, restorative responses, and targeted student interventions. Campus leaders will regularly review discipline data by student group, grade, behavior type, and consequence to identify patterns and adjust supports for Hispanic students.

Strategy's Expected Result/Impact: Students will experience more consistent behavioral supports and increased use of proactive interventions, resulting in fewer suspensions and a decrease in the percentage of Hispanic students represented in all suspensions from 84.4% to 82.5% or lower by May 2027.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: Demographics 4

Funding Sources: Student Success Coach 211 - Title I-A,

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Hispanic students continue to represent a high percentage of campus suspensions. In 2026, Hispanic students accounted for 84.4% of all suspensions, indicating a need to reduce disciplinary removals and strengthen proactive behavioral supports.	Inconsistent implementation of proactive behavior supports, early interventions, and restorative responses may contribute to repeated behaviors that result in disciplinary removals.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Increase positive family perceptions of Family Engagement from 16% favorable in Spring 2026 to 26% favorable by May 2027, as measured by the Panorama Family Survey.

Travis Middle School will provide at least one family involvement opportunity each month throughout the 2026-27 school year to strengthen family participation and connections between families and the campus.

Evaluation Data Source: Parent Surveys, attendance sign in sheets.

Strategy 1

Travis Middle School will implement a comprehensive family engagement plan that provides at least one monthly opportunity for parents and families to participate in campus activities focused on academics, student achievement, school culture, and community partnerships. The campus will utilize multiple communication methods, including ParentSquare, social media, newsletters, phone calls, and personal outreach, to increase awareness and participation. Feedback from families will be collected and reviewed to ensure events meet the needs of the Travis community and strengthen school-home partnerships that support student academic and social success.

Strategy's Expected Result/Impact: Families will demonstrate increased participation in campus activities and events, resulting in stronger school-home partnerships, improved communication, and increased support for student academic achievement, attendance, and positive behavior. Travis Middle School will successfully host at least one family engagement activity per month and increase overall family participation throughout the school year.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family engagement remains an area of need at Travis Middle School. In the Spring 2026 Panorama Family Survey, Family Engagement scored 16%, indicating a need to strengthen opportunities for families to participate in and feel connected to the school community.	Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized. Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.

State Compensatory Education

State Compensatory

Budget for Travis Middle School

Total SCE Funds: $13,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The SCE budget is used to provide Professional Development for staff on providing effective methods of intervention for students. Intervention methods are intended to decrease learning gaps for students. The budget will also be used to provide additional supplies to enrichment student learning.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Prior to the start of the 2026–2027 school year, Travis Middle School conducted a Comprehensive Needs Assessment (CNA) with members of the Campus Improvement Committee and Guiding Coalition. Stakeholders included campus leaders and staff, along with parent and community representatives who volunteered to participate. The team met to review and discuss multiple sources of campus data, including academic achievement and growth, attendance and chronic absenteeism, student behavior and discipline, and school culture and climate. Data sources were selected based on their relevance to current campus performance, student needs, and areas within the school's ability to influence. The team used the findings to identify areas of strength, determine priority needs, and guide the development of the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Campus Improvement Plan began during the second semester of the 2025–2026 school year through Campus Improvement Committee (CIC) meetings. The process continued over the summer through multiple meetings with the Guiding Coalition to review campus needs, priorities, and available data. Once 2026 STAAR results were finalized, the team reviewed and updated the plan to reflect current student performance and ensure alignment with district goals. Evidence of stakeholder participation and multiple meetings is maintained through CIC and Guiding Coalition agendas, sign-in sheets, meeting minutes, and planning documents.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are provided opportunities to participate in the development and review of the Campus Improvement Plan. The plan and campus priorities are presented to staff and reviewed with the Campus Improvement Committee (CIC) and Guiding Coalition. Families and community members are provided access to the plan and opportunities to provide feedback through committee participation and fall and spring surveys. Stakeholder feedback and campus data are reviewed throughout the year to inform adjustments to the plan. Documentation of stakeholder participation, including names and roles, is maintained through CIC and Guiding Coalition membership lists, meeting agendas, minutes, and sign-in sheets.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to district staff, parents, and the public through the district/campus website and in the Travis Middle School main office. The plan is provided in an understandable format, with language

assistance or translated information made available as needed to ensure families and community members can access and understand the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Travis Middle School coordinates and integrates Title I, federal, state, district, and local resources to support the academic, behavioral, attendance, safety, and family engagement needs identified through the Comprehensive Needs Assessment. Title I resources are aligned with district and campus instructional programs, accelerated instruction and intervention requirements, Emergent Bilingual services, Special Education and Section 504 services, counseling and student support services, school safety and violence/bullying prevention efforts, and parent and family engagement activities.

As a campus identified for Targeted Support and Improvement (TSI), Travis coordinates these resources with improvement activities designed to address the identified needs of Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students. Campus staff use STAAR, MAP, common assessments, attendance, discipline, intervention, TELPAS, and other student data to align services and monitor student progress. The campus also coordinates with Irving ISD departments, the parent liaison, families, business and community partners, and other available local resources to provide academic interventions, family learning opportunities, student transition supports, counseling, nutrition services, college and career awareness, and other supports that reduce barriers to student success. These coordinated efforts are reviewed throughout the year to ensure resources are aligned with identified campus needs and the goals and strategies of the Campus Improvement Plan.

Add specific campus examplesClarify resource coordination roles

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Damien Victor	Title 1 General Aide		1
Dr. Courtney Bonnet	Student Success Coach		1
Joanne Hernandez	TI Parent Liaison		1
Linda Molinar	Academic Specialist		1
Vacant	Title I aide		1

Irving Independent School District

Barbara Cardwell Career Preparatory Center

2026-2027 Campus Improvement Plan

1830

Generated by Plan4Learning.com
October 09, 2026 at 09:15 AM

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,

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 22

Employee Data 22

Parent/Community Data 22

Support Systems and Other Data 23

Goals 24

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 25

Goal 2 : Board Goal 2: In Irving ISD, we will provide state-of-the-art facilities that r... 37

Goal 3 : Board Goal 3: In Irving ISD, we will increase parent and community engage... 40

State Compensatory Education 41

Budget for Barbara Cardwell Career Preparatory Center 42

Personnel for Barbara Cardwell Career Preparatory Center 42

Title I Summary 43

Title I Personnel 44

Comprehensive Needs Assessment

Demographics

Summary

Barbara Cardwell Career Preparatory Center is an Irving ISD high school serving grades 9–12 and is evaluated under Alternative Education Accountability provisions. The campus serves students whose enrollment patterns differ from those of a traditional comprehensive high school, with substantial entry and withdrawal activity throughout the year. Current enrollment was 194 students. Grade-level distribution was 32 ninth graders (16.5%), 44 tenth graders (22.7%), 61 eleventh graders (31.4%), and 57 twelfth graders (29.4%). The current population was 88 female students (45.4%) and 106 male students (54.6%). The current racial/ethnic composition was 171 Hispanic students (88.1%), 10 African American students (5.2%), 6 White students (3.1%), 4 Asian students (2.1%), 2 American Indian/Alaska Native students (1.0%), and 1 student identifying with two or more races (0.5%). The campus serves a very high concentration of students with additional needs. Program-participation data show 182 students (93.8%) identified as at risk, 169 students (87.1%) identified as economically disadvantaged in the PEIMS program table, 122 students (62.9%) identified as emergent bilingual, 98 students (50.5%) participating in an ESL program type, 30 students (15.5%) with Section 504 plans, 22 students (11.3%) identified with dyslexia, 11 students (5.7%) identified as gifted/talented, and 9 students (4.6%) receiving special education services. Five students (2.6%) were identified as homeless/unaccompanied youth in the program data.
Cardwell is identified for 2026 Targeted Support and Improvement (TSI) for both Hispanic and economically disadvantaged students. The three indicators missed for three consecutive years are RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.

Enrollment Stability and Mobility

The early-year enrollment pattern improved markedly in 2026–27. Of the 194 current students, 135 (69.6%) were enrolled on the first day, and 181 (93.3%) were enrolled by the first 30 days. In 2025–26, only 39.0% of current students were enrolled on the first day and 44.7% by the first 30 days. This is a strength because a larger share of students are beginning the year on campus and can access instruction, routines, interventions, and counseling earlier. At the same time, the historical enrollment data confirm high turnover. In 2025–26, 533 students were enrolled at some point during the year while 246 were current at report time, with 53.8% of all students shown as withdrawn. In 2024–25, 478 students were enrolled, and 45.6% were marked as withdrawn. For 2026–27, the report already shows 270 total students enrolled at some point and 28.1% withdrawn. Because Cardwell serves an alternative population, mobility is an important contextual factor for attendance, achievement, graduation, and continuity of intervention.

Attendance

Attendance has improved, but remains a significant need. The chronic absenteeism rate decreased from 54.9% in 2024–25 to 46.2% in 2025–26. Current monthly attendance in 2026–27 is strongest in grade 11 (93.8% in August and 93.3% in September) and lower in grade 12 (88.7% in August and 88.4% in September). In an alternative high school setting, persistent absence reduces the amount of time available for grade-level instruction, intervention, credit attainment, and CCMR preparation. The 2026-27 Excessive Tardies Detention tracker (last updated September 23) includes 190 students and 318 recorded tardies. Of those students, 107 have at least one tardy, 51 have at least three, and 23 have at least five. Hispanic students account for 299 of the 318 recorded tardies (94.0%).

Behavior and Discipline

The 2025–26 suspension-by-ethnicity report shows 227 suspensions involving 119 distinct students. Hispanic students represented 90.8% of enrolled students and 91.2% of suspensions, which is approximately proportional to their enrollment share. African American students represented 2.8% of enrollment and 4.4% of suspensions; however, the group included only seven enrolled students, so the campus should monitor this pattern without overinterpreting a small denominator. The instructional summary also shows high periods of disciplinary removal during 2025–26, including 22 suspensions in October, 25 in November, 21 in March, and 19 in May. In the first two months of 2026–27, there were 10 suspensions in August and 9 in September. Because the folder does not contain referral-type, location, teacher, time-of-day, or reason-code data, the CNA can identify exclusionary discipline as a concern but cannot responsibly determine the root cause from the available files alone.

Staffing

There is a mixed certification profile comprising 27 standard certificates, 9 probationary certificates, 4 intern certificates, 3

emergency permits, 3 provisional certificates, 1 temporary certificate, and educational aide certifications. These categories should be reviewed with HR because the report may include overlapping staff categories, but they indicate the importance of strong induction, coaching, content support, and instructional leadership. Teacher absence data also warrant attention. In 2025–26, 18 teachers were reported with more than 15 days of absence, compared with 11 in 2024–25. High staff absence can interrupt continuity of instruction for a student population already experiencing high mobility and absenteeism.

Strengths

- First-day and first-30-day enrollment stability improved significantly.
- Chronic absenteeism improved by 8.7 percentage points from 2024–25 to 2025–26.
- The campus provides multiple supports for students who are at risk, emergent bilingual, dyslexic, served through Section 504, or receiving special education services.
- The campus serves a highly diverse and mobile population through flexible pathways designed to support graduation completion.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism remained at 46.2% in 2025-26, despite improvement from 54.9% in 2024-25, and current grade 12 attendance remains below 89%.	Campus attendance and tardy monitoring, early intervention, documented outreach, and follow-up have not been consistently timely enough to interrupt emerging patterns before students become chronically absent.
2 ★	Student mobility remains high: 53.8% of all students served in 2025-26 were shown as withdrawn, and 28.1% of students served in 2026-27 have already withdrawn.	Cardwell serves a transient, at-risk population that enters and exits throughout the year, and academic/ behavioral onboarding and re-entry routines have not been fully standardized to protect continuity of instruction and support.

★ = Priority

Student Learning

Summary

Cardwell demonstrated measurable improvement in overall STAAR performance. The percentage of tests at Meets Grade Level or above increased from 16% in 2024 to 20% in 2025 and 27% in 2026. The 2026 STAAR component score was 34. Despite this progress, the gap between Approaches and Meets remains substantial.

Reading/Language Arts remains a priority. In 2026, 48% of RLA tests reached Approaches, 24% reached Meets, and 1% reached Masters. Current emergent bilingual students were at 20% Meets in RLA, and EB current-and-monitored students were at 21% Meets. The instructional summary also showed declines in English I and English II proficiency from 2024–25 to 2025–26, reinforcing the need for stronger grade-level literacy, writing, and academic-language support.

Mathematics is the clearest academic need. In 2026, 74% of mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters. The 2026 mathematics academic growth score was 66%, below the 76% interim target. This pattern suggests that many students demonstrate partial mastery but are not consistently reaching the depth of grade-level reasoning required for Meets and Masters.

MAP results also indicate a growth concern. Among 88 tested students, only 31.67% met projected growth. Economically disadvantaged students were at 30.51%, Hispanic students at 32.73%, ESL students at 23.26%, and LEP students at 22.73%.

TELPAS is an area of progress. The 2026 TELPAS progress rate was 39%, up from 24% in the prior year, and overall TELPAS proficiency increased from 39.4% to 54.9%. Speaking proficiency also increased substantially. Grade 12 overall TELPAS proficiency and writing performance should continue to be monitored.

Graduation and CCMR outcomes are major strengths under AEA accountability. The 2026 graduation report shows a 94.2% four-year completion rate and a graduation component score of 100. The CCMR component score was 90%, with 103 of 114 adjusted graduates earning CCMR credit. However, the federal graduation status used in Closing the Gaps was 70.3% against a 90.0% target, and the annual dropout rate was 4.6%.

Cardwell is identified for Targeted Support and Improvement in 2026. Hispanic students and economically disadvantaged students each have a three-year missed-indicator count of three. Because these groups represent most of the campus population, their outcomes reflect core campus systems rather than isolated subgroup programming.

Strengths

- Overall STAAR Meets performance improved across three years.
- Social Studies remained the strongest tested content area at 49% Meets and 13% Masters.
- TELPAS progress and overall proficiency improved significantly.
- AEA completion and CCMR outcomes are strong, with a 100 graduation component score and a 90% CCMR component score.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	RLA achievement remains low: 24% of 2026 RLA tests reached Meets Grade Level or above and 1% reached Masters; current emergent bilingual students were at 20% Meets.	Grade-level reading, writing, and academic-language routines are not implemented with consistent depth across content areas. Structured academic conversations and authentic writing opportunities remain uneven.
2 ★	Math achievement remains below expectations: 74% of 2026 mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters; mathematics growth was 66% versus a 76% interim target.	Instruction and reteach have too often supported procedural success at the Approaches level without consistently extending students into problem solving, application, and grade-level reasoning. Data-driven small-group reteach is not yet consistent across classrooms.
3 ★	Only 31.67% of Cardwell students represented in the MAP growth file met projected growth; ESL students were at 23.26% and LEP students at 22.73%.	PLT/data cycles do not yet consistently connect MAP, DCA, EOC, and TELPAS evidence to differentiated lesson planning, student-specific goals, and progress monitoring.
4 ★	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.
5	Federal graduation status was 70.3% against a 90.0% target, and the annual dropout rate was 4.6%, despite a 94.2% AEA four-year completion rate.	High mobility, chronic absenteeism, late entry, and interrupted credit accumulation create federal-cohort risk. Student-level cohort monitoring and re-engagement have not always identified and resolved risk early enough.

★ = Priority

School Processes & Programs

Summary

Barbara Cardwell Career Preparatory Center utilizes campus and district systems to support instruction, professional learning, student intervention, attendance, behavior, graduation, and college and career readiness. As an Alternative Education Accountability campus, Cardwell's processes are designed to support a highly mobile, at-risk student population that often requires individualized academic planning, credit recovery, re-engagement, and accelerated pathways toward graduation.

A central instructional process at Cardwell is the campus Professional Learning Team structure, which is adapted to the campus's singleton staffing model. Most Cardwell teachers do not have another teacher on campus who teaches the same course or content. Rather than functioning as traditional same-course PLCs, singleton teachers use district curriculum resources, HQIM, assessment data, student work, and instructional expectations to address the four essential PLC questions: what students are expected to learn, how learning will be assessed, how teachers will respond when students have not yet learned the content, and how learning will be extended when students demonstrate mastery.

Because teachers are singletons, collaborative learning focuses on instructional practices that can be applied across content areas, including lesson internalization, checks for understanding, active monitoring, academic conversations, writing from evidence, student engagement, differentiation, and progress monitoring. Administrators support teachers through data conferences, lesson internalization discussions, walkthrough feedback, and coaching. District curriculum specialists, common assessments, exemplars, and HQIM provide additional content-specific support when a same-course campus colleague is not available.

Cardwell uses DCA, EOC, MAP, TELPAS, classroom assessments, and student work data to identify students who need reteaching, intervention, or extension. Teachers analyze performance by standard and student, determine the appropriate instructional response, provide targeted intervention, and reassess learning. Intervention is supported through small-group classroom instruction, tutorials, Eagle Time, credit recovery, digital resources, and individualized student support. The campus continues to strengthen the connection between assessment, intervention, reassessment, and documented student progress.

Cardwell provides multiple programs designed to reduce barriers to graduation and postsecondary readiness, including Graduation Lab, credit recovery, CEHI/TAPPS, special education, Section 504, dyslexia, ESL, counseling, CTE, and college-readiness supports. CCMR and graduation progress are monitored through counseling, senior progress reviews, TSIA2 preparation and testing, Texas College Bridge, CTE pathways, and individualized graduation planning.

Attendance and student re-engagement are significant campus processes. Chronic absenteeism decreased from 54.9% in 2024–25 to 46.2% in 2025–26, but remains an area of need. The Attendance Committee meets weekly to review campus attendance percentages, students who have missed three or more consecutive days, students needing conferences, and students requiring student/parent attendance agreements. Tiered interventions, case management, and follow-up are used to identify barriers, establish attendance goals, and improve student attendance.

Student mobility also requires intentional onboarding and re-entry processes. Although early-year enrollment stability improved in 2026–27, Cardwell continues to serve students who enter and withdraw throughout the year. Students entering or returning to Cardwell need timely connections to their academic schedule, graduation plan, attendance expectations, assessment information, intervention supports, and an adult point of contact.

Cardwell also maintains campus and district systems supporting student behavior, safety, and instructional time. During 2025–26, 119 distinct students accumulated 227 suspensions, indicating a continued need to strengthen preventive and restorative practices, monitor discipline patterns, and provide re-entry support following suspensions.

Overall, Cardwell's primary process need is to strengthen the connection among singleton-teacher coaching, instructional planning, assessment data, intervention, attendance, and student progress monitoring. Rather than replicating the departmental structures of a comprehensive high school, Cardwell's improvement model should capitalize on its small-campus structure by providing teachers with frequent administrator support, district content expertise, clear instructional expectations, and student-level systems that allow the campus to respond quickly to academic and nonacademic needs.

Strengths

- Cardwell maintains flexible graduation and credit-recovery pathways.
- The campus provides embedded intervention time and recurring collaborative planning structures.
- Students have one-to-one technology access.
- CCMR systems, including college-prep coursework and senior support, have produced strong accountability outcomes.
- Counseling, mentoring, clubs, and student-support services broaden opportunities for engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Assessment data were analyzed and action steps were created, but student-specific progress tracking and intervention follow-through were not consistently evident; current MAP growth attainment is 31.67%.	Leadership has not consistently provided and monitored a common framework for translating assessment analysis into individualized progress trackers, intervention actions, and follow-through during PLT and intervention time.
2 ★	During 2025-26, 119 distinct students accumulated 227 suspensions, and 19 suspensions occurred in the first two months of 2026-27.	Discipline systems continue to rely substantially on removal from instruction, while referral-level pattern analysis, preventive supports, and re-entry practices are not yet consistently embedded across the campus.
3 ★	Cardwell does not yet demonstrate consistent implementation of rigorous, standards-aligned Tier 1 instruction across classrooms, resulting in uneven opportunities for students to engage in grade-level learning and demonstrate mastery.	Because teachers are primarily singletons, opportunities for content-specific calibration are limited, and the campus has not yet fully established a consistent system of lesson internalization, administrator coaching, student-work review, and district content support to ensure instructional rigor across courses.
4	Instructional support and professional learning are not always consistently aligned with the specific needs of singleton teachers and the student performance data in their individual courses.	Cardwell's staffing structure provides limited access to same-content collaboration on campus, creating a greater need for systematic administrator coaching, district content support, lesson internalization, student-work review, and individualized professional learning tied directly to classroom and assessment evidence.

★ = Priority

Perceptions

Summary

Student engagement indicators show both improvement and concern. Chronic absenteeism improved by 8.7 percentage points, but remained at 46.2%. Current grade 12 attendance is below 90%. Behavior data show substantial use of suspension, with 227 suspensions involving 119 distinct students in 2025–26. These patterns can affect students' sense of belonging, continuity of learning, and connection to school, but the files do not include student voice data to determine how students perceive the campus.

Staff engagement data are also indirect. Teacher-absence data show that 18 teachers were absent for more than 15 days in 2025–26. The folder does not include staff climate survey results, staff retention data, or exit interview information. Therefore, no conclusion should be made about staff morale from absence data alone.

Parent and community engagement cannot be adequately evaluated from the available evidence. The required CIP template states that every campus must include at least one parent-involvement activity per month, but the folder lacks participation counts, survey results, event attendance, communication metrics, or barriers-to-participation data.

Strengths

Based on the 24-25 Campus Climate Survey, students, parents, and teachers believe 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 and that Cardwell takes the appropriate steps to reduce and/or eliminate bullying. Students and staff feel safe at Cardwell and consider their well-being to be protected.

Students and staff believe that Cardwell's core values center around high expectations for learning within individual classrooms. Students recognize the systems in place by their teachers to encourage participation in class discussions and activities, engage in high levels of learning, and monitor 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	Root Cause
1 ★	Only 58.3% of parents believed that Cardwell valued parents ideas.	Cardwell planned events that did not provide parents with appropriate avenues or opportunities to provide feedback and/or ideas for school improvement planning for the 25-26 school year.
2 ★	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.	Staff members had excessive absences due to personal illness, family struggles, mental health, and professonal trainings. Administation did not address attendance concerns whole group or with teachers and staff individually.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Only 58.3% of parents believed that Cardwell valued parents ideas.	Cardwell planned events that did not provide parents with appropriate avenues or opportunities to provide feedback and/or ideas for school improvement planning for the 25-26 school year.
2 ★	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.	Staff members had excessive absences due to personal illness, family struggles, mental health, and professonal trainings. Administation did not address attendance concerns whole group or with teachers and staff individually.
3 ★	Chronic absenteeism remained at 46.2% in 2025-26, despite improvement from 54.9% in 2024-25, and current grade 12 attendance remains below 89%.	Campus attendance and tardy monitoring, early intervention, documented outreach, and follow-up have not been consistently timely enough to interrupt emerging patterns before students become chronically absent.
4 ★	RLA achievement remains low: 24% of 2026 RLA tests reached Meets Grade Level or above and 1% reached Masters; current emergent bilingual students were at 20% Meets.	Grade-level reading, writing, and academic-language routines are not implemented with consistent depth across content areas. Structured academic conversations and authentic writing opportunities remain uneven.
5 ★	Math achievement remains below expectations: 74% of 2026 mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters; mathematics growth was 66% versus a 76% interim target.	Instruction and reteach have too often supported procedural success at the Approaches level without consistently extending students into problem solving, application, and grade-level reasoning. Data-driven small-group reteach is not yet consistent across classrooms.
6 ★	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.

7 ★	Student mobility remains high: 53.8% of all students served in 2025-26 were shown as withdrawn, and 28.1% of students served in 2026-27 have already withdrawn.	Cardwell serves a transient, at-risk population that enters and exits throughout the year, and academic/ behavioral onboarding and re-entry routines have not been fully standardized to protect continuity of instruction and support.
8 ★	During 2025-26, 119 distinct students accumulated 227 suspensions, and 19 suspensions occurred in the first two months of 2026-27.	Discipline systems continue to rely substantially on removal from instruction, while referral-level pattern analysis, preventive supports, and re-entry practices are not yet consistently embedded across the campus.
9 ★	Cardwell does not yet demonstrate consistent implementation of rigorous, standards-aligned Tier 1 instruction across classrooms, resulting in uneven opportunities for students to engage in grade-level learning and demonstrate mastery.	Because teachers are primarily singletons, opportunities for content-specific calibration are limited, and the campus has not yet fully established a consistent system of lesson internalization, administrator coaching, student-work review, and district content support to ensure instructional rigor across courses.
10 ★	Only 31.67% of Cardwell students represented in the MAP growth file met projected growth; ESL students were at 23.26% and LEP students at 22.73%.	PLT/data cycles do not yet consistently connect MAP, DCA, EOC, and TELPAS evidence to differentiated lesson planning, student-specific goals, and progress monitoring.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 24% to 36% by May 2027.
Increase the percentage of Hispanic students at meets or above on English I & II from 23% to 35% by May 2027.

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

Strategy 1 ☑ Results Driven Accountability

Based on students' previous STAAR data, teachers will implement intervention lessons biweekly during classroom tier 2 instruction, reading classes, and through Eagle Time to address students' needs and skills identified as power standards.

Strategy's Expected Result/Impact:
Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.

Staff Responsible for Monitoring: AP and Principal

Problem Statements: Student Learning 1, 4

Funding Sources: All In Learning 199 - General Funds: SCE, $3,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

RLA teachers will implement Short Constructed Response (SCR) tasks using the Claim-Evidence-Reasoning (CER) framework to strengthen comprehension and evidence-based writing. As singleton teachers, they will use district curriculum, TEKS, lesson objectives, and STAAR expectations to develop course-aligned SCRs. Teachers will analyze student responses to identify needs in claims, textual evidence, and reasoning, and use the results to inform reteaching, scaffolding, and targeted support. Administrators will monitor implementation through student writing samples, SCR results, walkthroughs, common assessments, and interim data.

Strategy's Expected Result/Impact:
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.

Staff Responsible for Monitoring: RLA Department Chair

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The RLA administrator and department chair will monitor teacher lesson insternalization and give biweekly feedback on TEKS alignment in the lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.

Staff Responsible for Monitoring: RLA Dept. Chair

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4 ☑ Results Driven Accountability

Based on formative and summative assessment data, RLA teachers will use IXL weekly in Eagle Time, Reading, and regular classroom instruction, as well as small-group reteach and RTI, to help remediate low TEKS scores for individual students.

Strategy's Expected Result/Impact: Students increasing in their low TEKS performance on progress measures throughout the year.

Staff Responsible for Monitoring: RLA Department Head

Problem Statements: Student Learning 1, 4

Funding Sources: IXL 199 - General Funds: SCE, $1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	RLA achievement remains low: 24% of 2026 RLA tests reached Meets Grade Level or above and 1% reached Masters; current emergent bilingual students were at 20% Meets.	Grade-level reading, writing, and academic-language routines are not implemented with consistent depth across content areas. Structured academic conversations and authentic writing opportunities remain uneven.
4	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Cardwell does not yet demonstrate consistent implementation of rigorous, standards-aligned Tier 1 instruction across classrooms, resulting in uneven opportunities for students to engage in grade-level learning and demonstrate mastery.	Because teachers are primarily singletons, opportunities for content-specific calibration are limited, and the campus has not yet fully established a consistent system of lesson internalization, administrator coaching, student-work review, and district content support to ensure instructional rigor across courses.

Performance Objective 2

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 37% to 50% by May 2027. Increase the percentage of Hispanic students who meet or exceed projected MAP Reading growth from 36% to 50% by May 2027.

Evaluation Data Source: NWEA MAP, Walkthroughs, IPC, CFAs

Strategy 1

Students who scored in the 20th percentile or below (tier 3) on MAP and students needing hours for House Bill 1416 will be enrolled in a Reading class, or pulled out at least once a week before, after school for small group reteaching and during RTI to assist with addressing individual students' low TEKS to work on the Reading program IXL.

Strategy's Expected Result/Impact: Sixty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY.

Staff Responsible for Monitoring: RLA Dept. Chair

Funding Sources: IXL 199 - General Funds: SCE, $15,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 7% to 17% by May 2027. Increase the percentage of Hispanic students from 6% to 16% at meets or above on Algebra I by May 2027.

Evaluation Data Source: MAP, District Common Assessments, Campus Formative Assessments, Walkthroughs

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Within five instructional days after each common/DCA assessment, the Algebra I teacher will identify the highest-leverage TEKS gaps and complete a short student-by-standard analysis. The teacher and administrator will meet briefly to identify which students need prerequisite support, reteaching to current standards, or acceleration from Approaches to Meets. The teacher will implement the reteach and reassess.

Strategy's Expected Result/Impact: The Algebra I teacher receives a structured second set of eyes on the data, enabling them to move quickly from analysis to action. Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.

Staff Responsible for Monitoring: Math Department Head, AP and Principal

Problem Statements: Student Learning 2, 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

The Math administrator will monitor teachers' lesson internalization plans and give biweekly feedback on TEKS alignment in the lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 2, 4 - School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

Based on formative and summative assessment data, math teachers will utilize Delta Math on a weekly basis during Eagle Time, small-group reteach, and RTI sessions to assist with remediating low TEKS scores for individual students.

Strategy's Expected Result/Impact: Students increasing in their low TEKS performance on progress measures throughout the year.

Staff Responsible for Monitoring: Math Department Head

Problem Statements: Student Learning 2, 4

Funding Sources: Delta Math 199 - General Funds: SCE, $1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Math achievement remains below expectations: 74% of 2026 mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters; mathematics growth was 66% versus a 76% interim target.	Instruction and reteach have too often supported procedural success at the Approaches level without consistently extending students into problem solving, application, and grade-level reasoning. Data-driven small-group reteach is not yet consistent across classrooms.
4	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Cardwell does not yet demonstrate consistent implementation of rigorous, standards-aligned Tier 1 instruction across classrooms, resulting in uneven opportunities for students to engage in grade-level learning and demonstrate mastery.	Because teachers are primarily singletons, opportunities for content-specific calibration are limited, and the campus has not yet fully established a consistent system of lesson internalization, administrator coaching, student-work review, and district content support to ensure instructional rigor across courses.

Performance Objective 4

Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 19% to 50% by May 2026.
Increase the percentage of Hispanic students who meet or exceed projected MAP Math growth from 19% to 50% by May 2026.

Evaluation Data Source: NWEA MAP

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Students who scored in the 20th percentile or below (tier 3) and need House Bill 1416 hours will be pulled out at least twice a week, before or after school, or during intervention Eagle Time on the IXL program.

Strategy's Expected Result/Impact: Fifty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY.

Staff Responsible for Monitoring: Math Dept. Chair

Problem Statements: Student Learning 2, 4

Funding Sources: Delta Math 199 - General Funds: SCE, $1,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Math achievement remains below expectations: 74% of 2026 mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters; mathematics growth was 66% versus a 76% interim target.	Instruction and reteach have too often supported procedural success at the Approaches level without consistently extending students into problem solving, application, and grade-level reasoning. Data-driven small-group reteach is not yet consistent across classrooms.
4	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

1860

Increase the percentage of students attaining TSI from 6 % to 11 % by May 2027.

Evaluation Data Source: STAAR, walkthroughs, Texas College Bridge Certificates, and results from ACT, SAT, TSI, IBCs

Strategy 1

Provide at least one to two testing opportunities and study workshops throughout the year for students to participate in preparing and taking the TSIA2, ASVAB, ACT, and SAT to meet the College Career Military Readiness indicator.

Strategy's Expected Result/Impact: Increase the number of students taking TSIA2, National Assessments, and ASVAB for college entrance requirements.

Staff Responsible for Monitoring: AP

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Twelfth-grade students who have not met CCMR will be enrolled in the TSI Prep Course to support school accountability in Domain 3 under CCMR. To prepare these students, the RLA and Math teachers in the CCMR classes will embed short TSIA2-aligned skill practice into appropriate courses and intervention periods for targeted students, using skill-strand data to determine the focus rather than assigning broad test preparation.

Strategy's Expected Result/Impact: College-readiness preparation becomes continuous and targeted.

Staff Responsible for Monitoring: Lead Counselor and Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	RLA achievement remains low: 24% of 2026 RLA tests reached Meets Grade Level or above and 1% reached Masters; current emergent bilingual students were at 20% Meets.	Grade-level reading, writing, and academic-language routines are not implemented with consistent depth across content areas. Structured academic conversations and authentic writing opportunities remain uneven.
2	Math achievement remains below expectations: 74% of 2026 mathematics tests reached Approaches, but only 7% reached Meets and 1% reached Masters; mathematics growth was 66% versus a 76% interim target.	Instruction and reteach have too often supported procedural success at the Approaches level without consistently extending students into problem solving, application, and grade-level reasoning. Data-driven small-group reteach is not yet consistent across classrooms.

Performance Objective 6 ☑ High Priority

Increase the percentage of students who score at Meets Grade Level or above on the Biology EOC from 29% to 32% by May 2027.

Evaluation Data Source: District curriculum, scope and sequence, Instructional Planning Calendars, formal and informal
assessments such as state release tests, district common assessments, benchmarks, campus common formative assessments, exit tickets

Strategy 1 ☑ Results Driven Accountability

The Cardwell Biology teacher will implement a consistent DDI/SustainED cycle after each DCA, common assessment, benchmark, or major summative assessment. The teacher and administrator will analyze results by student, TEKS, item, performance level, and testing status to identify priority standards and misconceptions.

Students will be placed in flexible groups for targeted reteach, guided practice, or extension using Eagle Time and other intervention opportunities. After reteach, students will complete a short reassessment aligned to the same TEKS and rigor.

The teacher will maintain a student progress tracker that documents assessment results, identified skill gaps, interventions, reassessment results, and next steps. Students will also participate in regular data talks and goal-setting to monitor their progress toward Meeting Grade Level.

Strategy's Expected Result/Impact: Implementing a consistent Biology DDI cycle to identify learning gaps and provide more precise instructional responses. Students will receive intervention targeted to the specific TEKS or misconception they have not mastered rather than generalized reteaching. Reassessment results will demonstrate whether the instructional response produced mastery.

Staff Responsible for Monitoring: Principal Rodriguez and Assistant Principal Trevino

Problem Statements: School Processes & Programs 3

Funding Sources: 199 - General Funds, $300

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The Biology teacher will routinely require students to explain phenomena, use content-specific vocabulary, cite evidence, and justify conclusions, both orally and in writing. Supports will be scaffolded for emergent bilingual students and reduced as students become more independent.

Strategy's Expected Result/Impact: Students strengthen scientific reasoning, vocabulary, and constructed-response skills.

Staff Responsible for Monitoring: AP and Principal

Problem Statements: School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Cardwell does not yet demonstrate consistent implementation of rigorous, standards-aligned Tier 1 instruction across classrooms, resulting in uneven opportunities for students to engage in grade-level learning and demonstrate mastery.	Because teachers are primarily singletons, opportunities for content-specific calibration are limited, and the campus has not yet fully established a consistent system of lesson internalization, administrator coaching, student-work review, and district content support to ensure instructional rigor across courses.

Performance Objective 7

Increase the percentage of students who meet or exceed projected growth on MAP Growth Biology to 50% by May 2027.

Evaluation Data Source: NWEA MAP - BOY, MOY, and EOY

Strategy 1

The Biology teacher will use MAP Growth, common assessment data, and IXL to provide targeted intervention based on individual student learning gaps. The teacher will identify priority standards and assign targeted IXL skills and practice aligned to student needs. Student progress will be monitored regularly to guide reteaching, adjust interventions, and support students in meeting their MAP projected growth goals.

Strategy's Expected Result/Impact: Students will increase mastery of Biology standards, with at least 50% meeting or exceeding their MAP Growth target. Progress will be reviewed every 3-4 weeks through IXL, common assessments, and MAP Growth.

Staff Responsible for Monitoring: Science Lead and Principal

Problem Statements: Student Learning 4

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Cardwell is identified for Targeted Support and Improvement because Hispanic and economically disadvantaged students missed the same three indicators for three consecutive years: RLA Academic Achievement, Mathematics Academic Achievement, and Federal Graduation Rate.	Because Hispanic and economically disadvantaged students comprise most of the campus, inconsistencies in core instruction, attendance, intervention, and progress monitoring affect these groups at scale. Subgroup results have not consistently triggered timely adjustments to core systems.

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by 1 level from 36% to 44% by May 2027.

Evaluation Data Source: TELPAS composite growth; domain results; student language samples; walkthroughs; EB progress tracker.

Strategy 1 ☑ Targeted Support Strategy

Implement a campuswide Academic Language in Action strategy across all content areas to increase Emergent Bilingual students' purposeful use of academic language. Cardwell teachers will explicitly teach and reinforce essential content-specific and academic vocabulary and provide structured daily opportunities for students to speak and write using that language. Strategies will include sentence stems, response frames, partner discussions, academic conversations, and brief written responses aligned with the lesson objective. Instruction will move students from understanding academic language to using it with greater complexity and independence in oral and written responses aligned to TELPAS proficiency expectations.

Strategy's Expected Result/Impact: Consistent academic language practice across Cardwell classrooms will strengthen students' use of content vocabulary, complete sentences, and evidence-based responses, supporting growth in TELPAS speaking and writing and increasing the percentage of Emergent Bilingual students who advance at least one composite proficiency level.

Staff Responsible for Monitoring: AP and Principal

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Only 31.67% of Cardwell students represented in the MAP growth file met projected growth; ESL students were at 23.26% and LEP students at 22.73%.	PLT/data cycles do not yet consistently connect MAP, DCA, EOC, and TELPAS evidence to differentiated lesson planning, student-specific goals, and progress monitoring.

Goal 2

Board Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 46% to 41% by May 2027.
Decrease the number and percentage of Hispanic students who are chronically absent from 48% to 43% by May 2027.

Evaluation Data Source: Weekly, monthly and yearly Cognos reports

Strategy 1 ☑ Results Driven Accountability

The Attendance Committee will meet weekly to review campus attendance percentages and identify students requiring additional attendance interventions. The committee will review students who have missed three or more consecutive days, determine which students and families need attendance conferences, and identify students who should complete a student/parent attendance agreement. During attendance conferences, the student, parent/guardian, and campus staff will identify barriers to attendance, establish attendance goals, clarify responsibilities, and determine appropriate supports and follow-up actions.

Strategy's Expected Result/Impact: Improved early identification of barriers (transportation, work, illness, etc.). Weekly review and timely intervention will allow the campus to identify attendance concerns earlier, increase student and parent accountability, provide targeted support, and reduce chronic absenteeism by 5%.

Staff Responsible for Monitoring: Principal, AP and the attendance committee

Problem Statements: Demographics 1

Funding Sources: 199 - General Funds, $1,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism remained at 46.2% in 2025-26, despite improvement from 54.9% in 2024-25, and current grade 12 attendance remains below 89%.	Campus attendance and tardy monitoring, early intervention, documented outreach, and follow-up have not been consistently timely enough to interrupt emerging patterns before students become chronically absent.

Performance Objective 2

Decrease the percentage of in- and out-of-school suspensions for Hispanic students -- the student group disproportionately referred for disciplinary action from 7% to 4% by May 2027.
Decrease the number of discretionary referrals for Hispanic students from 83% to 70% by May 2027.

Evaluation Data Source: Weekly, monthly and yearly Cognos reports

Strategy 1

Implement a proactive, tiered behavior support system grounded in restorative practices, social-emotional learning (SEL), and positive behavioral interventions and supports (PBIS). Administrators, counselors, and teachers will be trained in de-escalation strategies, restorative circles, and targeted interventions to be used prior to assigning ISS or DAEP placements. After-school detention will be used instead of ISS for students whose behavior warrants disciplinary consequences but does not require removal from the instructional day.

Strategy's Expected Result/Impact: Reduction in Exclusionary Discipline: Fewer students are removed from the classroom, leading to fewer DAEP and ISS placements.

Improved Student Behavior: Students develop self-regulation, conflict resolution, and interpersonal skills through consistent SEL instruction and restorative approaches.

Increased Instructional Time: Students spend more time in the classroom, resulting in stronger academic performance and reduced learning gaps.

Positive Campus Culture: A stronger sense of belonging and accountability improves relationships between staff and students, fostering a more supportive and safe learning environment.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 2

Funding Sources: 199 - General Funds, $3,500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Student mobility remains high: 53.8% of all students served in 2025-26 were shown as withdrawn, and 28.1% of students served in 2026-27 have already withdrawn.	Cardwell serves a transient, at-risk population that enters and exits throughout the year, and academic/ behavioral onboarding and re-entry routines have not been fully standardized to protect continuity of instruction and support.

Goal 3 Board Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By the end of the 2026-2027 school year, we will host at least one parent/community event each month.

Evaluation Data Source: Event sign-in sheets, School Messengers, Communication logs, Emails

Strategy 1

Cardwell Prep will provide at least two workshops/classes per semester to grow the capacity of our parents as partners in education.

Strategy's Expected Result/Impact: Empower parents to actively support their students' education by providing guidance on how they can assist the campus and showing them how to access district platforms, ensuring they stay informed and up to date on their students' progress.

Staff Responsible for Monitoring: Counselors/Administrators

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds, $1,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 58.3% of parents believed that Cardwell valued parents ideas.	Cardwell planned events that did not provide parents with appropriate avenues or opportunities to provide feedback and/or ideas for school improvement planning for the 25-26 school year.

State Compensatory Education

State Compensatory

Budget for Barbara Cardwell Career Preparatory Center

Total SCE Funds: $23,078.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Software that will be purchased with these funds includes IXL Reading and IXL Social Studies, which will be used for HB1416 remediation hours and preparation for the STAAR exam. Go Guardian will be purchased for the Grad Lab program for 5th—and 6th-year seniors recovering credits to graduate. Tutoring will be offered after school and on Saturdays. Teachers and paraprofessionals will assist with these tutorials. General supplies such as paper, notebooks, binders, and print copies from the print shop will be purchased for students and Eagle Time remediation for STAAR and HB1416. Teacher professional development will include ESL strategies to support our English Language Learners.

Personnel for Barbara Cardwell Career Preparatory Center

Name	Position	FTE
Gabriella Casablanca	Instructional Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Leslie Whitewater	Teacher	House	NaN
Lorene Sandifer	Teacher	House	NaN
Mahuya Roy Chowdhury	Teacher	House	NaN

Irving Independent School District

Irving High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness

2026-2027 Campus Improvement Plan

1874

Generated by Plan4Learning.com
October 09, 2026 at 09:21 AM

Mission Statement

Through creating a safe, positive, and nurturing school culture, Irving High's mission statement is to ensure that all stakeholders have an equitable opportunity for academic and personal growth.

Vision

To empower our community where all students succeed in a global society (community) while feeling safe and loved.

Value Statement

Irving High School Core Values

Trust

Collaboration

Service

Respect

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 11

School Processes & Programs 15

Perceptions 18

Priority Problem Statements 22

Data Documentation for CNA 25

Improvement Planning Data 26

Accountability Data 26

Student Data: Assessments 26

Student Data: Student Groups 27

Student Data: Behavior and Other Indicators 28

Employee Data 28

Parent/Community Data 28

Support Systems and Other Data 29

Goals 30

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 31

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 41

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 44

State Compensatory Education 48

Budget for Irving High School 49

Comprehensive Needs Assessment

Demographics

Summary

Irving High School continues to be a very diverse campus. Demographic data for the campus reveals a large number of Emerging Bilingual students (1005). The number of students classified as Economically Disadvantaged or At-Risk are 1,745 and 1,544, respectively. Our campus is a neighborhood school that offers several pathways in which students can earn certifications prior to graduation that will prepare them to be workforce ready. Students also have an opportunity to earn college credit through AP offerings and dual credit. There are a variety of clubs, sports, arts and fine arts opportunities for our students to engage in. We offer ESL classes for our newcomers and have SPED resource and inclusion offerings, PASS and LIFE units to meet the needs of all our students. We also offer a credit recovery program for students needing to recuperate credits.

Our Staff Data includes the following:

1. Teachers are highly qualified and 85.7% of ELAR teachers have ESL supplemental certifications.

2. All AP teachers have received AP institute training or are GT trained.

3. We have nine teachers certified in Sped education

Student group information is as follows:

2026-2027 Student Data:

Total Student Count

2049 (9th - 578, 10th - 494, 11th - 473, 12th - 503)

Gender Breakdown:

46.78% Female

53.22% Male

Student Ethnicity Breakdown:

85.45% Hispanic

6.49% African American

4.54% White

1.27% Asian

1.51% American Indian

0.68% Two or More Races

Irving High School

Other Campus Demographics:

Special Education - 9.76%

Gifted/Talented - 12.88%

Emerging Bilingual - 49.05%

Economically Disadvantaged - 85.16%

At Risk - 75.35%

Discipline Data-Infractions by Grade level:

Grade Level	Year 2024-2025	Year 25-26
9	649	357
10	479	184
11	260	125
12	140	86
Total	1528	752

From 2024–2025 to 2025–2026, overall disciplinary infractions decreased by 51%, from 1,528 to 752. All grade levels experienced a reduction in infractions, with the largest numerical decreases occurring among 9th- and 10th-grade students.

2025-2026

District or campus	Grade span	Student group	Dropouts	Students	Rate (%)	Dropouts	Students	Rate (%)
IRVING H S (057912002)	9-12	All students	51	2,626	1.9	47	2,590	1.8
IRVING H S (057912002)	9-12	African American	5	163	3.1	5	161	3.1
IRVING H S (057912002)	9-12	American Indian	14	198	7.1	14	193	7.3
IRVING H S (057912002)	9-12	Asian	0	39	0.0	0	39	0.0
IRVING H S (057912002)	9-12	Hispanic	20	1,951	1.0	17	1,930	0.9
IRVING H S (057912002)	9-12	Pacific Islander	0	1	0.0	0	1	0.0
IRVING H S (057912002)	9-12	White	11	252	4.4	11	246	4.5
IRVING H S (057912002)	9-12	Multiracial	1	22	4.5	0	20	0.0
IRVING H S (057912002)	9-12	At-risk	41	2,102	2.0	39	2,080	1.9
IRVING H S (057912002)	9-12	CTE concentrator	3	1,029	0.3	2	1,024	0.2
IRVING H S (057912002)	9-12	EB	37	1,442	2.6	37	1,421	2.6
IRVING H S (057912002)	9-12	Economically disadv.	45	2,287	2.0	41	2,255	1.8
IRVING H S (057912002)	9-12	Foster care	1	1	100.0	0	0	.
IRVING H S (057912002)	9-12	Foster/Homeless/ Military	3	52	5.8	2	48	4.2
IRVING H S (057912002)	9-12	High-focus	49	2,450	2.0	45	2,414	1.9
IRVING H S (057912002)	9-12	Highly mobile	3	52	5.8	2	48	4.2
IRVING H S (057912002)	9-12	Homeless	2	51	3.9	2	48	4.2
IRVING H S (057912002)	9-12	Migratory	0	0	.	0	0	.
IRVING H S (057912002)	9-12	Military-connected	0	0	.	0	0	.
IRVING H S (057912002)	9-12	Special education	4	215	1.9	3	208	1.4
IRVING H S (057912002)	9-12	Title I	2	50	4.0	2	47	4.3

25-26 School Year - Behavior incidents

Ethnicity	# of Enrolled Students on May 14, 2026	# of Infractions	% of Enrolled Students	% of Total Infractions
African American/Black	125	107	5.9%	5.1%
American Indian/Alaska Native	17	22	0.8%	1.1%
Asian	36	9	1.7%	0.4%
Hispanic/Latino	1,863	1,865	87.7%	89.6%
Native Hawaiian/Other Pacific Islander	1	2	0.0%	0.1%
Two or More Races	15	7	0.7%	0.3%
White	68	70	3.2%	3.4%
Total	**2,125**	**2,082**		

25-26 School Year - Behavior incidents:

1879

Distinct Count of Behavior Event ID's	Grade Level						Total
	*	04	09	10	11	12	
21 - 21-Violation Of Student Code Of Conduct			265	155	95	65	580
CREF:55 - Insubordination or disruption	1	1	84	39	24	19	168
CREF:60 - Leaving school grounds or school-sponsored event without permission			49	12	14	17	92
62 - Possessed, Sold, Gave, Used, Delivered, Or Under I			37	16	11	6	70
CREF:70 - Persistent insubordination			36	12	9	4	61
CREF:25 - Disruption of the school day or school program			27	13	5	4	49
67 - 67-Possesses or Uses E-Cigarette – TEC §37.006(d)(			13	4	6	5	28
CREF:130 - Excessive Tardy			13	7	4	4	28
28 - 28-Assault Under Penal Code 22.01a1 Against someon			16	4	4	2	26
41 - 41-Fighting/Mutual Combat – Excludes all offenses			13	2	5	3	23
CREF:115 - Use of profanity or obscene gestures			12	2	2	1	17
CREF:125 - Tardy			1	3	2	4	10
CREF:40 - Fighting or inciting violence			5	2	1		8
CREF:10 - Bullying student(s) - see definition of bullying			4	1	2		7
CREF:20 - Damaging or defacing property			5	2			7
CREF:50 - Inappropriate contact		1	6				7
05 - 05-Possessed, Sold, Used, Or Was Under The Influen			2	1		2	5
CREF:120 - Violating dress code or grooming standards			5				5
02 - 02-Conduct Punishable As A Felony			1	2		1	4
07 - 07-Public Lewdness Or Indecent Exposure			1	1	1	1	4
CREF:105 - Threatening others (staff or students)			3	1			4
CREF:15 - Cheating			2		2		4
CREF:75 - Possession of a prohibited object, substance or paraphernalia			1	2		1	4
F-26 - F-26-Code21-Other Alleged Bullying/harassment			1	1	2		4
64 - 64-Possessed, Sold, Gave, Used, Delivered, Or Unde			2	1			3
F-06 - F-06-Code21-Other bullying/harassment			1		2		3
26 - 26-Terroristic Threat			1			1	2
CREF:95 - Sexual misconduct			2				2
18 - 18-Indecency With A Child						1	1
58 - 58-Breach of Computer Security – TEC 37.007(a)(5)			1				1
66 - 66-Documented Repeated or Significant Disruption t			1				1
68 - 68-Sells, gives, or delivers to another person an					1		1
76 - 76-Engages in conduct that contains the elements o						1	1
CREF:100 - Stealing						1	1
CREF:65 - Perpetrate hoaxes regarding school safety				1			1
F-02 - F-02-Code21-Bullying/harassment due to race, color			1				1
Total	1	2	611	284	192	143	1,233

Discipline data show that ninth-grade students had the greatest need for behavioral support, accounting for 611, or 49.7%, of the behavior events assigned to students in grades 9–12. Hispanic students received 89.6% of 2025-26 discipline infractions while making up 87.7% of enrollment, and ninth graders accounted for 49.7% of behavior events. Code 21 and insubordination or disruption referrals made up 60.7% of all events. These results indicate a need for targeted ninth-grade behavioral supports and consistent campuswide interventions addressing student conduct, classroom disruption, and insubordination. Behavior expectations, classroom-management routines and pre-referral supports are not implemented consistently across classrooms, especially in ninth grade, and expectations are not consistently communicated to students and families in their home language.

Our Staff Retention was below the district in 2023-2024 at 70.93%

The Chronic Absenteeism rate is currently 22.3%. While chronic absenteeism impacts all grades and subpopulations we intend to focus on 9th grader to help set them up for success in high school.

Chronic Absenteeism

		2024-2025			2025-2026		
District/Campus		Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate	Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate
057912002	Irving H S	2,510	497	19.8%	2,302	514	22.3%
	High School Summary	2,510	497	19.8%	2,302	514	22.3%

Strengths

Irving High School's final attendance rate for the 2025–2026 school year was 93.7%, compared with 93.8% during the 2024–2025 school year. Campus administrators and the campus operations team continue to implement a clear and consistent attendance plan that includes regular parent contact, truancy notifications, parent-student-administrator conferences, and coordinated interventions to address attendance concerns. The campus will continue monitoring attendance data and holding students accountable while working with families to remove barriers that contribute to absences.

The table below shows a clear positive trend.

School Year	Enrolled Quantity	Attended Quantity	Absent Quantity	Attendance %	Absence %
2017	425,132.0	394,224.50	30,907.50	92.7%	7.3%
2018	435,401.5	408,180.50	27,221.00	93.7%	6.3%
2019	448,763.5	417,883.50	30,880.00	93.1%	6.9%
2020	461,098.0	437,139.00	23,959.00	94.8%	5.2%
2021	452,785.0	431,447.00	21,338.00	95.3%	4.7%
2022	450,173.0	374,441.00	75,732.00	83.2%	16.8%
2023	427,333.0	383,594.00	43,739.00	89.8%	10.2%
2024	419,984.0	391,845.00	28,139.00	93.3%	6.7%
2025	408,964.0	383,641.00	25,323.00	93.8%	6.2%
2026	375,282.0	351,545.00	23,737.00	93.7%	6.3%
2027	46,487.0	44,164.50	2,322.50	95.0%	5.0%
Summary	**4,351,403.0**	**4,018,105.00**	**333,298.00**	**92.3%**	**7.7%**

Attendance data for 2025–2026 show that no single racial or ethnic group had the lowest attendance rate at every grade level. Native Hawaiian/Other Pacific Islander students had the lowest ninth-grade attendance rate at 90.1%; African American students had the lowest rates in tenth grade at 91.1% and eleventh grade at 91.9%; and American Indian/Alaska Native students had the lowest twelfth-grade rate at 89.1%. Because some of these groups have small enrollment counts, the campus will review student-level data and provide targeted attendance interventions rather than relying solely on subgroup percentages.

25-26 School Year5-

Attendance %	Gender		Ethnicity							Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/ Latino	2-American Indian/Alaska Native	3-Asian	4-African American/ Black	5-Native Hawaiian/ Other Pacific Islander	6-White	7-Two or More Races	N	Y	N	Y	N	Y
09	93.8%	92.7%	93.2%	98.3%	94.9%	93.9%	90.1%	91.8%	93.8%	93.2%	82.9%	93.7%	92.8%	93.1%	94.1%
10	93.5%	94.3%	94.0%	92.5%	97.9%	91.1%		95.7%	92.6%	94.0%	100.0%	94.9%	92.9%	93.9%	95.1%
11	93.7%	94.2%	94.0%	95.5%	97.6%	91.9%		93.9%	92.5%	93.9%	85.7%	94.3%	93.6%	93.9%	95.0%
12	93.7%	93.6%	93.7%	89.1%	95.0%	92.4%		96.3%	94.5%	93.7%	100.0%	93.9%	93.4%	93.6%	95.2%

Irving High School serves a large Emergent Bilingual population. During 2025–2026, students identified as LEP had lower attendance rates than non-LEP students at every grade level. LEP attendance rates ranged from 92.8% to 93.6%, with the largest gap occurring in tenth grade, where LEP students had a 92.9% attendance rate compared with 94.9% for non-LEP students. Irving High will continue prioritizing EB professional learning, including Seven Steps strategies during PLT, while also using student-level attendance data, family communication, and targeted interventions to address barriers affecting EB student attendance. All teachers are expected to consistently use language-acquisition strategies regardless of the content area they teach.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Hispanic students receive in-school suspension at a high rate (35.2%) and account for 90.3% of in-school suspensions.	Inconsistent behavior expectations and pre-referral interventions across classrooms.
2 ★	Chronic absenteeism increased from 19.8% to 22.3%.	Attendance interventions are not started early or applied consistently across grade levels.

★ = Priority

Student Learning

Summary

IRVING HIGH SCHOOL

2026–2027 GOALS

BE FANATICAL. BE CONSISTENT. BE DISCIPLINED.

2026 EOC PERFORMANCE — Change Starts Here

2026 (last year) 2027 (this year / goal)

ENGLISH I

Level	2025	2026	Growth
Approaches	45%	52%	+7
Meets	27%	34%	+7
Masters	1%	3%	+2

ENGLISH II

Level	2025	2026	Growth
Approaches	55%	61%	+6
Meets	44%	50%	+6
Masters	3%	4%	+1

ALGEBRA I

Level	2025	2026	Growth
Approaches	70%	76%	+6
Meets	27%	33%	+6
Masters	6%	10%	+4

BIOLOGY

Level	2025	2026	Growth
Approaches	89%	91%	+2
Meets	54%	55%	+1
Masters	18%	19%	+1

U.S. HISTORY

Level	2025	2026	Growth
Approaches	91%	94%	+3
Meets	67%	70%	+3
Masters	36%	38%	+2

IRVING HIGH SCHOOL

QUALIFYING SCORES

YEAR	3'S	4'S	5'S	TOTAL QUALIFYING SCORES
2022	190	79	26	295
2023	259	91	26	376
2024	335	218	51	604
2025	360	231	90	681

1884

Qualifying Scores increased by 14%. Spanish Language increased by 18%. English increased by 95%. Science increased by 64%. Math increased by 63%.

TSI AND CCMR			
MEASURE	2024	2025	2026
TSI Seniors meeting RLA and Math	12%	16%	46%
CCMR	98.3%	98.7%	99%

Domain 3

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	3	32	9.4	50.0	4.7
Growth or Graduation: Chosen Component (Federal Graduation Status)	12	16	75.0	10.0	7.5
English Language Proficiency	4	4	100.0	10.0	10.0
School Quality or Student Success: Chosen Component (CCMR)	16	16	100.0	30.0	30.0
				Closing the Gaps Domain Raw Score	52
				Closing the Gaps Domain Scale Score	73
				Closing the Gaps Domain Letter Score	C

TELPAS performance increased from the previous year and earned 4 out of 4 points. CCMR earned 15 out of 16 point.

Strengths

The 2025–2026 academic year reflects Irving High School's continued commitment to academic achievement, college readiness, and postsecondary success. Building on previous improvements in AP performance, the campus will focus on increasing the number of students participating in AP courses and earning qualifying scores, particularly in science, mathematics, and Spanish Language.

Irving High School will also prioritize strengthening Biology EOC performance through high-quality Tier 1 instruction, targeted interventions, regular data analysis, and instructional support for new Biology teachers. Campus leaders and teacher teams will monitor student progress and adjust instruction to address identified learning gaps.

College, Career, and Military Readiness (CCMR) remains a significant area of strength, increasing from 98.3% in 2024 to 98.7% in 2025 and 99% in 2026. Although the percentage of seniors meeting both the Reading Language Arts and Mathematics standards on the TSIA increased from 12% in 2024 to 16% in 2025 and 46% in 2026, continued growth is needed. The campus goal is to increase the percentage of seniors meeting both TSIA standards to at least 55% through targeted instruction, progress monitoring, interventions, and multiple testing opportunities.

These goals demonstrate Irving High School's commitment to maintaining strong CCMR outcomes while improving TSIA attainment, Biology EOC performance, and access to rigorous academic opportunities.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.
2 ★	STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigor.
3 ★	Biology students pass at a high rate (89% Approaches), with room to grow at Meets and Masters.	Effective instructional strategies are not yet shared consistently across Biology classrooms.
4 ★	Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates	Classroom tasks, campus assessments and grading at Irving High School are not consistently aligned to college-readiness rigor, and targeted TSIA2 preparation does not begin until the senior-year CCMR course.
5 ★	Only 33% of EB students increased their TELPAS composite rating by one level.	Inconsistent use of language-acquisition strategies across content areas.

★ = Priority

School Processes & Programs

Summary

The district has developed and embedded a comprehensive curriculum that includes high-quality instructional materials. District curriculum resources are available electronically and are incorporated into campus instructional planning calendars. Professional Learning Teams are expected to align their team IPCs, lesson plans, common assessments, and instructional activities with district curriculum guides and required standards.

Teachers participated in district-led, content-specific professional learning at the beginning of the 2026–2027 school year. Mathematics and Reading Language Arts teachers received training in Research-Based Instructional Strategies, which focuses on shifts in instructional practice that strengthen conceptual understanding and student ownership of learning. Campus professional learning is planned in response to student-performance data, walkthrough trends, and identified teacher needs. Areas of emphasis include common formative assessments, purposeful writing, academic conversations, vocabulary development, student data tracking, lesson planning, and effective PLT practices.

Teacher leaders participate in distributed-leadership opportunities through the campus Guiding Coalition, which meets twice monthly to provide input regarding campus initiatives, instructional priorities, and staff concerns. The coalition includes campus administrators, instructional specialists, the success coach, and department chairs. Each PLT also has a team lead who supports the collaborative planning and data-analysis process.

The administrative and instructional leadership teams meet regularly to review PLT implementation, walkthrough evidence, assessment results, counseling updates, testing plans, and campus processes. Walkthrough and performance data are used to identify teachers who may benefit from coaching or additional instructional support. Coaching action plans are developed and monitored, while assessment results are used to plan reteaching, intervention, and instructional adjustments.

During PLTs, teachers unpack standards, develop KNOW/SHOW charts, plan upcoming lessons, model instructional practices, analyze common assessment data, and develop reteaching plans. Teams use student work and performance data to determine whether students have mastered the intended standards and to identify the instructional response needed when mastery has not occurred.

Campus counselors provide student guidance and prevention programming related to bullying, suicide awareness, substance-use prevention, academic planning, and college and career readiness. Counselors also use Xello to support course selection and four-year planning.

Students experiencing academic, attendance, or behavioral difficulties may receive targeted support through the Multi-Tiered Systems of Support process. Students also have access to academic assistance through tutoring and other campus intervention opportunities.

Dropout prevention at Irving High School is a connected process. Counselors use Xello to build and review each student's four-year plan and track progress toward graduation. Students who fall behind in credits are placed in the campus credit recovery program. Students with academic, attendance or behavioral concerns are referred through MTSS and receive support during Tiger Time, tutoring and work with the student success coach. The attendance team monitors attendance data, contacts parents, issues truancy notifications and holds parent-student-administrator conferences. Texas College Bridge in designated Mathematics and ELAR courses gives students a path to college readiness before graduation. When a student stops attending or withdraws without enrolling elsewhere, campus staff including attendance staff, counselors and administrators contact families to try to get students to re-enroll on campus. Students are placed on attendance trackers and meet regularly with the attendance team to monitor progress.

Irving High School provides a broad range of academic programs and student supports, including Advanced Placement, dual-credit, Dual Language, ESL, AVID, LIFE, resource, and inclusion courses. Students also have access to Fine Arts, world languages, CTE programs, UIL athletics, clubs, and extracurricular organizations. Some students participate in specialized career and technical programs offered through Ratterree. The campus continues to expand access to advanced coursework and provide additional support for students preparing to enroll in AP and dual-credit courses.

The Verizon Innovative Learning Schools lab provides opportunities to integrate technology, mathematics, engineering, art, and digital media, including access to recording and production resources. Texas College Bridge is incorporated into designated Mathematics and ELAR courses to help students demonstrate college readiness. For 2026–2027, the campus will monitor Texas College Bridge enrollment, completion, and college-readiness attainment by course and student group.

Irving High School is a one-to-one technology campus, and each student has access to a Chromebook. Teachers use district-approved

communication tools to maintain regular communication with families. Campus information is also shared through the school website, social-media accounts, monthly newsletters, parent meetings, and the digital marquee.

To recruit highly qualified teachers, vacancies are posted promptly on the district website. Campus administrators and department chairs participate in district job fairs and conduct campus-based interviews. New teachers receive support through campus mentors and the ConnectEd program, while experienced teachers who are new to Irving ISD are assigned campus mentors to assist with their transition. The campus will continue monitoring vacancies, certification needs, teacher retention, and participation in mentoring and professional learning.

Strengths

Irving High School continues to expand student access to Advanced Placement coursework by increasing the number of AP course offerings and sections available to students. Ninth-grade participation has been strengthened through increased enrollment in AP Human Geography, providing students with earlier access to advanced coursework. AP teachers collaborate across content areas to review instructional practices, student work, common formative-assessment results, and AP performance data. Teachers use these results to identify learning gaps, plan reteaching, and monitor individual student progress.

Department chairs serve as campus instructional leaders and support curriculum implementation, professional learning, and the PLT process. Department chair candidates are interviewed using an established rubric and selected by a committee that includes campus administrators. Content leads also participate in an interview and selection process with the administrator responsible for their respective department.

The campus continues to broaden opportunities for student involvement in clubs and organizations. During the campus club and organization fair, student groups provide information about their purpose, activities, and membership opportunities.

Before retaining the statement that Irving High had the district’s highest number of qualifying AP scores, that claim should be verified using the final 2026 AP results. If verified, it can be added as the opening sentence with the exact number of qualifying scores.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Instructional practices and student participation are inconsistent across departments and programs.	Campus expectations and progress-monitoring systems are not implemented consistently.

★ = Priority

Perceptions

Summary

Attendance

	Gender		Ethnicity							Econ Dis		LEP		Specia	
Attendance %	F	M	1-Hispanic/ Latino	2-American Indian/ Alaska Native	3-Asian	4-African American/ Black	5-Native Hawaiian/ Other Pacific Islander	6-White	7-Two or More Races	N	Y	N	Y	N	
09	93.8%	92.7%	93.2%	98.3%	94.9%	93.9%	90.1%	91.8%	93.8%	93.2%	82.9%	93.7%	92.8%	93.1%	9
10	93.5%	94.3%	94.0%	92.5%	97.9%	91.1%		95.7%	92.6%	94.0%	100.0%	94.9%	92.9%	93.9%	9
11	93.7%	94.2%	94.0%	95.5%	97.6%	91.9%		93.9%	92.5%	93.9%	85.7%	94.3%	93.6%	93.9%	9
12	93.7%	93.6%	93.7%	89.1%	95.0%	92.4%		96.3%	94.5%	93.7%	100.0%	93.9%	93.4%	93.	

Attendance

Irving High School's attendance rate increased from 93.3% in 2023–2024 to 93.7% in 2024–2025. Current 2025–2026 attendance data shows relatively consistent attendance across grade levels and genders. Female attendance ranges from 93.5% to 93.8%, while male attendance ranges from 92.7% to 94.3%. Ninth-grade males currently have the lowest gender-based attendance rate at 92.7%.

Disaggregated data identifies several areas of strength. Asian students in grades 10 and 11 have attendance rates of 97.9% and 97.6%, respectively. Twelfth-grade White students have an attendance rate of 96.3%, and several student groups have attendance rates at or above 95%.

The data also identifies groups requiring targeted support, including ninth-grade economically disadvantaged students at 82.9%, eleventh-grade economically disadvantaged students at 85.7%, twelfth-grade American Indian/Alaska Native students at 89.1%, and African American students in grades 10 and 11 at 91.1% and 91.9%. Campus leaders will continue reviewing attendance by grade level and student group, identifying students with attendance concerns, communicating with families, and implementing individualized interventions.

Parent and Family Engagement

Climate survey data shows continued growth in parents' perceptions of school safety. Parent feedback regarding teachers and campus support also remains positive. However, the data indicates a need for improved communication about what students are learning and how families can participate in school activities.

During the 2026–2027 school year, Irving High School will address these areas through monthly parent newsletters, Coffee with the Principal meetings, bimonthly parent workshops, Parent Liaison volunteer sessions, All Pro Dad Chapter gatherings, Advanced Academics Family Nights, and four planned heritage celebrations. Attendance sheets and participation records will be collected at each event to establish baseline participation and measure growth in parent engagement.

The Parent Liaison will continue providing families with information and support related to Home Access Center, attendance, testing, grades, graduation requirements, and opportunities to volunteer at school.

Staff Feedback and Professional Learning

Staff surveys are administered every six weeks to gather feedback regarding campus culture, instructional priorities, departmental needs, and the support provided by the instructional leadership team. Campus leaders analyze the survey results and use the data to develop targeted professional learning and mini-PD sessions that address identified needs.

For the 2026–2027 school year, teachers have common Professional Learning Team time embedded in the master schedule. Professional learning focuses on lesson internalization, instructional strategies, collaboration, the analysis of student work, and support for emergent bilingual students and other diverse learners.

Student Leadership and Community Voice

The principal hosts a monthly Coffee with the Principal to strengthen communication among students, families, campus leaders, and the community. These meetings provide student leaders and parents with opportunities to share feedback, discuss campus culture, and recommend ideas for future initiatives.

The campus also distributes a monthly parent newsletter that celebrates student accomplishments, communicates important dates and reminders, provides information about what students are learning, and connects families with campus resources and involvement opportunities.

Campus Improvement Committee

Campus Improvement Committee meetings are scheduled twice each semester and include two parent representatives and one community member. Meetings are scheduled for October, December, February, and April.

During these meetings, committee members review student performance, attendance, campus climate, family-engagement data, and progress toward Campus Improvement Plan goals. Participation data from All Pro Dad Chapter gatherings, Parent Liaison meetings, Advanced Academics Family Nights, heritage celebrations, and other family events will also be shared with the committee.

Instructional Support and Interventions

Teachers provide targeted student interventions during Tiger Time. Additional academic support is available through Saturday school, before- and after-school tutoring, and push-in and pull-out interventions for each STAAR EOC-tested content area.

Professional Learning Teams use assessment results and student work to identify learning gaps, plan targeted interventions, and monitor student progress. Teachers also receive professional development focused on instructional strategies that support emergent bilingual students and other identified student groups.

Vision, Mission, and School Safety

Irving High School communicates its vision and mission during staff, parent, and student meetings. Grade-level assemblies are conducted to reinforce behavioral expectations and the importance of maintaining a safe and supportive learning environment. The campus also practices required safety drills each month.

The District climate survey reported an overall student score of 67%, while Irving High School earned a score of 68%. The survey showed improvement in the core values of Ambition, Accountability, Integrity, and Safeguard. Additionally, 57% of parents reported that the school takes appropriate steps to reduce or eliminate bullying.

Counselors provide guidance lessons addressing bullying prevention, reporting procedures, and how students can request assistance. Because not all previous guidance lessons were translated, the campus will work to ensure that bullying-prevention information and reporting procedures are accessible to students and families in their primary languages.

Campus leaders will use climate surveys, attendance records, parent and student surveys, walkthrough data, event attendance sheets, CIC feedback, and staff surveys to evaluate progress and determine future areas of need.

Strengths

Current 2025–2026 attendance data reflects generally consistent attendance across grade levels and student groups. Female attendance ranges from 93.5% to 93.8%, while male attendance ranges from 92.7% to 94.3%. Areas of strength include Asian students in grades 10 and 11, with attendance rates of 97.9% and 97.6%, respectively, and twelfth-grade White students at 96.3%. The data also identifies opportunities for targeted support among student groups with attendance rates below the campus average. Campus administrators will continue monitoring disaggregated data and collaborating with students and families to address attendance concerns.

The most recent comparative discipline data shows that the number of students assigned to DAEP decreased from 68 to 38. During the 2026–2027 school year, campus leaders will continue monitoring discipline data by grade level and student group to evaluate the effectiveness of behavioral supports and campus interventions.

Based on recent campus and Effective Schools Framework surveys, 86% of staff members believe the campus is moving in the right direction and that school climate and culture have improved. Additionally, 96.6% of teachers believe Irving High School students can learn at grade level or higher.

The campus has increased opportunities for attendance administrators to meet with parents. These meetings allow administrators and families to review student attendance, academic progress, grades, and available interventions and support.

The Parent Liaison has facilitated six meetings and educational sessions for parents. Parent participation also increasedfor events such as senior sips, and different parent meetings. Additional sessions have provided families with information about attendance, Home Access Center, testing, grades, and opportunities to become involved at school.

Irving High School has expanded opportunities for meaningful family engagement. Big Brothers Big Sisters events, parent workshops, All Pro Dad Chapter gatherings, Advanced Academics Family Nights, heritage celebrations, and other campus activities have supported increased student and parent participation. Attendance sheets and participation records will be used to monitor engagement and measure growth throughout the 2026–2027 school year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Low staff retention, 71%, impacting continuity and student support.	Insufficient onboarding/mentoring and workload stress.
2	Only 57% of parents believe that the school takes appropriate steps to reduce and/or eliminate bullying.	Parents may not be informed about the schools procedures and initiatives leading them to feel uncertain or anaware of the efforts to monitor the school.
3 ★	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.
4	Students and teachers are limited in their ability to fully engage in 21st-century learning experiences because existing facilities and classroom designs do not adequately support collaboration, technology integration, and flexible instructional approaches.	Current facilities and classroom designs were built for traditional, teacher-centered instruction and do not fully support collaborative, technology-rich, flexible learning environments that prepare students for college, career, and life readiness.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Hispanic students receive in-school suspension at a high rate (35.2%) and account for 90.3% of in-school suspensions.	Inconsistent behavior expectations and pre-referral interventions across classrooms.
2 ★	STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.
3 ★	STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigor.
4 ★	Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates	Classroom tasks, campus assessments and grading at Irving High School are not consistently aligned to college-readiness rigor, and targeted TSIA2 preparation does not begin until the senior-year CCMR course.
5 ★	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.
6 ★	Biology students pass at a high rate (89% Approaches), with room to grow at Meets and Masters.	Effective instructional strategies are not yet shared consistently across Biology classrooms.

7 ★	Only 33% of EB students increased their TELPAS composite rating by one level.	Inconsistent use of language-acquisition strategies across content areas.
8 ★	Chronic absenteeism increased from 19.8% to 22.3%.	Attendance interventions are not started early or applied consistently across grade levels.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR English I and II from 35% to 41% by May 2027.
Increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 31% to 50% at meets or above on the English I & II by May 2027.

Evaluation Data Source: EOC DATA, TAPR Report, MAP Data, CFA Data

Strategy 1 ☑ Results Driven Accountability

Align all teacher-created assessments (unit tests, benchmarks, and common assessments) with STAAR rigor by incorporating STAAR-aligned item types (multi-select, hot spot, evidence-based, constructed response) and ensuring alignment with TEKS and STAAR blueprints. Teachers will collaboratively review and adjust assessments in PLCs to mirror STAAR question formats and reporting categories with a focus on ensuring our White subpopulation is successful.

Strategy's Expected Result/Impact: STAAR results will reflect overall growth, with measurable increases in Approaches, Meets, and Masters levels across all tested content areas.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Implement data-driven instruction (DDI) after each CFA/benchmark; targeted reteach days. Re-teach will be planned and calendared out in the IPCs. Reteach will also target lowest subpopulations with an ongoing focus on our White subpopulation. Students who do not demonstrate mastery after reteach will receive SCE-funded tutoring in English I and II before school, after school and on Saturdays, with priority given to at-risk students and EOC retesters.

Strategy's Expected Result/Impact: Intentional intervention will be provided to specific student groups.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 1

Funding Sources: We will use State Compensatory Education. Payroll (tutoring): $35,000. Supplies and materials: $12,000. 199 - General Funds: SCE, $47,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.

Performance Objective 2 ☑ High Priority

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading by three points from 45% to 48% by May 2027.
Increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 43% to 46% by May 2027.

Evaluation Data Source: MAP DATA

Strategy 1 ☑ Results Driven Accountability

To Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading by three points from 45% to 48% by May 2027 and increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 43% to 46% by May 202 we will improve student understanding and performance on standardized testing, we will implement a strategy that combines aggressive monitoring with academic conversations. Teachers will actively circulate during independent practice to provide real-time feedback and use exit tickets after each lesson to assess student comprehension. This will enable quick adjustments to instruction, allowing for timely reteaching and reassessment.

Additionally, structured academic discussions will be facilitated to encourage students to articulate their thoughts and engage with peers. Techniques such as think-pair-share and partner discussions will promote dialogue around key concepts.

By integrating aggressive monitoring with academic conversations, we aim to create a responsive learning environment that enhances student engagement and understanding, ultimately leading to improved achievement on standardized tests.

Strategy's Expected Result/Impact: Through aggressive monitoring, teachers will provide real-time feedback to students during independent practice. Monitoring students and offering feedback allows for in-the-moment lesson adjustments. When partnered with exit tickets, these adjustments enable teachers and teams to assess student understanding, reteach, and reassess in days, rather than weeks. Additionally, integrating academic conversations into the classroom will further enhance student engagement and comprehension. By facilitating structured discussions among peers, students will articulate their thoughts and reasoning, encouraging deeper exploration of the material.

Through regular academic discussions, students will be prompted to ask questions, support their ideas with evidence, and respond to their classmates' viewpoints. This collaborative approach not only reinforces their understanding but also builds a classroom culture that values diverse perspectives and critical thinking.

The expected result is increased student understanding of the material, which will significantly impact student success and performance on standardized testing. By combining aggressive monitoring with academic conversations, teachers can create a dynamic learning environment where students feel supported, engaged, and motivated to achieve their learning goals.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.

Performance Objective 3 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 28% to 38% by May 2027. Increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 13% to 35% at meets or above on Algebra I by May 2027.

Evaluation Data Source: STAAR EOC data, MAP Data, DCA, Interim, TAPR

Strategy 1 ☑ Results Driven Accountability

To achieve the goal of increasing the percentage of students scoring at Meets or above on STAAR Algebra I from 28% to 38% and raising the percentage of White students from 13% to 35% by May 2027, we will implement a targeted instructional strategy focused on data-driven instruction and collaborative learning.

Data-Driven Instruction: Teachers will regularly analyze student performance data to identify specific areas of need in Algebra I. This data will inform targeted interventions and instructional adjustments, allowing for differentiation based on individual student needs. Regular formative assessments will be administered to monitor progress and guide instruction. Students identified through formative assessment data as needing additional support will receive SCE-funded Algebra I tutoring before school, after school and on Saturdays, with priority given to at-risk students and EOC retesters.

Collaborative Learning: Structured group work will be incorporated into lessons, enabling students to engage in collaborative problem-solving and peer teaching. This approach will leverage the strengths of diverse learners and promote a supportive learning environment.

Professional Development: Ongoing professional development will be provided for teachers to enhance their instructional strategies and understanding of effective practices for teaching Algebra I, particularly for marginalized student groups.

By focusing on data-driven instruction, collaborative learning, and continuous professional development, we aim to create an equitable learning environment that supports all students in achieving their Algebra I goals by May 2027.

Strategy's Expected Result/Impact: Increased Student Achievement: A significant rise in the percentage of students scoring at Meets or above on STAAR Algebra I, aiming to reach 38% overall and 35% for White students by May 2027. This increase will reflect a deeper understanding of algebraic concepts and improved problem-solving skills.

Enhanced Student Engagement: The incorporation of collaborative learning will foster a more engaging classroom environment. Students will be more motivated to participate in discussions and activities, leading to increased time on task and better retention of concepts.

Targeted Interventions: Regular analysis of performance data will allow for timely interventions, ensuring that students receive the support they need when they need it. This will help close the achievement gap for marginalized students and promote equity in learning outcomes.

Improved Teacher Effectiveness: Through ongoing professional development, teachers will refine their instructional practices, leading to more effective teaching strategies tailored to the needs of their students. This enhancement will not only benefit students in Algebra I but also positively impact their overall teaching effectiveness.

Greater Collaboration Among Students: The structured group work will promote peer interaction and collaborative problem-solving, enabling students to learn from one another and develop critical thinking skills. This will help build a classroom culture that values collaboration and diversity.

Staff Responsible for Monitoring: Associate Principal

Problem Statements: Student Learning 2

Funding Sources: We will use State Compensatory Education. Payroll (tutoring): $35,000. Supplies and materials: $12,000. 199 - General Funds: SCE, $47,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigor.

Performance Objective 4

Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 52% to 62% by May 2027.
Increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who meet or exceed projected MAP Math growth from 39% to 42% by May 2027. This year our Algebra I students will complete the Algebra I MAP rather than the 6-12 MAP.

Evaluation Data Source: Meeting Agendas
Data Dive meetings
Aware data
NWEA reports

Strategy 1 ☑ Results Driven Accountability

To increase the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics from 39% tp 42% by May 2027, particularly for White students, we will focus on enhancing academic conversations and incorporating Claim-Evidence-Reasoning (CER) writing into our instruction.

Academic Conversations will play a crucial role in promoting critical thinking and deepening students' understanding of mathematical concepts. Teachers will facilitate structured discussions, including Socratic Seminars, where students articulate their reasoning and engage with their peers' ideas. Additionally, Think-Pair-Share activities will encourage students to discuss problems with a partner before sharing their insights with the class. These collaborative approaches will help students develop their communication skills and foster a supportive learning environment.

In parallel, we will integrate the Claim-Evidence-Reasoning (CER) framework into our mathematics instruction. This method will empower students to clearly articulate their understanding by making a Claim about their solution, providing Evidence to support their claim through calculations or data, and explaining their Reasoning to connect the evidence to relevant mathematical concepts. This structured approach not only enhances students' writing skills but also deepens their comprehension of the material.

To ensure the effectiveness of these strategies, we will provide professional development for

teachers in facilitating academic conversations and implementing the CER framework in their lessons. By creating a collaborative and reflective learning environment through these strategies, we aim to significantly boost student growth in mathematics by May 2027.

Strategy's Expected Result/Impact: Implementing this strategy is expected to yield several positive outcomes:

Increased Student Achievement: A rise in the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics, targeting 42% by May 2027 for all students and White students.

Enhanced Engagement: Increased student participation in class discussions and collaborative activities, leading to greater motivation and a deeper understanding of mathematical concepts.

Improved Communication Skills: Students will develop their ability to articulate their reasoning and engage in meaningful academic discourse, enhancing their overall communication skills in mathematics.

Stronger Writing Skills: Through the implementation of the Claim-Evidence-Reasoning framework, students will improve their ability to express their mathematical thinking in writing, reinforcing their understanding of concepts.

Teacher Effectiveness: Enhanced instructional practices among teachers, resulting in a more supportive learning environment that promotes student success.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigor.

Performance Objective 5 ☑ High Priority

Increase the percentage of students who score at Meets or above on EOC Biology from 54% to 55% by May 2027.

Evaluation Data Source: STAAR EOC data, MAP Data, DCA, Interim, TAPR

Strategy 1 ☑ Results Driven Accountability

Strengthen Biology instruction through intentional lesson internalization, collaborative planning, and data-driven instructional adjustments to support the campus goals of 91% Approaches, 55% Meets, and 19% Masters on the Biology STAAR EOC. During PLTs, teachers will unpack priority TEKS, rehearse lessons, analyze student work and common assessment data, and identify misconceptions. The team will use the data to plan reteaching, targeted small-group instruction, and after-school interventions for current Biology students and EOC retesters. After-school Biology tutoring and interventions for at-risk students and EOC retesters, and the instructional materials used in those sessions, will be funded through SCE.

Strategy's Expected Result/Impact: Biology STAAR EOC results will reflect overall student growth, with performance increasing to 91% at Approaches, 55% at Meets, and 19% at Masters.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 3

Funding Sources: State Compensatory Education. Payroll (tutoring): $34,000. Supplies and materials: $11,230. 199 - General Funds: SCE, $45,230

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Implement Data-Driven Instruction (DDI) following each Biology CFA, DCA, and benchmark assessment. During PLTs, the Biology team will engage in the DDI process by analyzing student performance by TEKS, identifying misconceptions, and developing targeted reteach plans. Reteach days, small-group instruction, and progress monitoring will be intentionally planned and calendared in the Biology instructional planning calendars.

Strategy's Expected Result/Impact: Intentional Biology intervention will be provided to specific student groups identified through CFA, DCA, and benchmark data. Targeted reteaching and small-group instruction will address identified TEKS gaps and increase student performance at the Approaches, Meets, and Masters levels on the Biology STAAR EOC.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Biology students pass at a high rate (89% Approaches), with room to grow at Meets and Masters.	Effective instructional strategies are not yet shared consistently across Biology classrooms.

Performance Objective 6 ☑ High Priority

Increase the percentage of students who meet or exceed projected growth on MAP Growth Biology to 50% by May 2027. Because 2026-2027 is the first year MAP Growth Biology will be administered, baseline data are not yet available.

Evaluation Data Source: MAP reports

Strategy 1 ☑ Results Driven Accountability

Implement a MAP Growth Biology data cycle to establish baseline performance and monitor student progress throughout the 2026-2027 school year. Following each MAP administration, the Biology team will analyze student growth projections, achievement levels, and skill-area data during PLTs. Teachers will use the results to group students, differentiate instruction, provide targeted interventions and enrichment, and monitor progress toward the goal of 50% of students meeting or exceeding their projected growth by May 2027.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth in Biology content knowledge and skills from the beginning-of-year to the end-of-year MAP Growth Biology assessment. By May 2027, at least 50% of students will meet or exceed their individual projected growth targets, with progress-monitoring data reflecting the impact of differentiated instruction, targeted intervention, and enrichment.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Biology students pass at a high rate (89% Approaches), with room to grow at Meets and Masters.	Effective instructional strategies are not yet shared consistently across Biology classrooms.

Performance Objective 7

Increase the percentage of students attaining TSIA2 from 46% to 55% by May 2027.

Evaluation Data Source: TSIA test results

Strategy 1 ☑ Results Driven Accountability

Irving High School will identify seniors who have not met TSIA2 college-readiness benchmarks in mathematics, ELAR, or both areas and place them in the CCMR course. During the course, students will receive targeted instruction and structured preparation based on their highest TSIA2 scores, diagnostic levels, and individual areas of need. Students will work to complete and meet the required benchmarks for all remaining parts of the TSIA2, including mathematics, ELAR, and the Writing Placement Essay.

The CCMR team will maintain an individual student tracker, group students according to specific skill needs, and provide recurring preparation, testing, and retesting cycles throughout the year. Students who do not meet a benchmark will receive additional targeted instruction based on their updated results before participating in the next testing opportunity. Campus staff will monitor course participation, preparation progress, testing completion, and pass rates by student group to ensure equitable progress toward TSI attainment.

Strategy's Expected Result/Impact: Seniors who have not met TSIA2 requirements will receive consistent, targeted support through the CCMR course and multiple opportunities to complete all required portions of the assessment. As a result, more seniors will meet the college-readiness benchmarks in both mathematics and ELAR, increasing the campus TSI attainment rate and reducing performance gaps among student groups.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates	Classroom tasks, campus assessments and grading at Irving High School are not consistently aligned to college-readiness rigor, and targeted TSIA2 preparation does not begin until the senior-year CCMR course.

Performance Objective 8

Increase the percentage of students who increase their TELPAS composite score by 1 level from 33% to 40% by May 2027.

Evaluation Data Source: TELPAS composite proficiency ratings, proficiency-level reports
District language-acquisition assessments and progress montoring data
Student writing samples and speaking rubics
LPAC documentation and student progress reviews

Strategy 1 ☑ Results Driven Accountability

Irving High School will implement targeted language-development supports for Emergent Bilingual students based on individual TELPAS domain results. Teachers will incorporate structured opportunities for students to practice listening, speaking, reading, and writing through strategies such as sentence stems, academic conversations, think-pair-share, short constructed responses, and content-specific vocabulary instruction. The EB team, instructional coaches, and administrators will review student progress each grading period and coordinate targeted intervention for students who are not demonstrating expected language growth.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate measurable growth in academic language proficiency across the listening, speaking, reading, and writing domains. As a result of consistent language-development strategies, targeted interventions, and regular progress monitoring, the percentage of students increasing their TELPAS composite proficiency rating by at least one level will increase from 33% to 40% by May 2027. Students will also demonstrate increased participation in academic conversations, stronger use of content-specific vocabulary, and improved written responses across content areas.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Only 33% of EB students increased their TELPAS composite rating by one level.	Inconsistent use of language-acquisition strategies across content areas.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 22.3% to 21.3% by May 2027.

Increase the attendance rate of 9th grade students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other from 93.3% to 94.3% by May 2027.

Evaluation Data Source: PEIMS attendance reports
Chronic absenteeism reports
Parent contact and truancy-notification records
Parent-studnt-administrator conference documentation
Attendance intervention plans and progress-monitoring records

Strategy 1

Irving High School will implement a tiered attendance-intervention system with a specific focus on ninth-grade students and students approaching or exceeding the chronic-absence threshold. The attendance team will review daily, weekly, and six-week attendance data to identify students needing support. Interventions will include timely parent contact, attendance notifications, student and family conferences, individualized attendance plans, mentoring, MTSS referrals, and connections to campus or community resources. Campus staff will also use student entry scans and period-attendance reports to identify and correct attendance inconsistencies.

Strategy's Expected Result/Impact: Earlier identification and consistent interventions will reduce chronic absenteeism from 22.3% to 21.3% and increase the ninth-grade attendance rate from 93.3% to 94.3% by May 2027.

Staff Responsible for Monitoring: AP James Clark

Problem Statements: Demographics 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Chronic absenteeism increased from 19.8% to 22.3%.	Attendance interventions are not started early or applied consistently across grade levels.

Performance Objective 2

Decrease the percentage of Hispanic students receiving in-school suspension from 35.2% (655 of 1,861 students) to 34.2%, and decrease the percentage of Hispanic students receiving out-of-school suspension from 4.8% (89 of 1,861 students) to 4.3%, by May 2027.

Evaluation Data Source: District PEIMS reporting.
Campus referral data
Restorative conference and reentry records
Parent-contact and studnet-conference documentation
Classroom walkthrough data

Strategy 1 ☑ Results Driven Accountability

Irving High School will implement a tiered behavior-support and discipline-monitoring system focused on reducing in-school and out-of-school suspensions among Hispanic students. Administrators, counselors, teachers, and the MTSS team will review discipline data monthly by student group, grade level, infraction type, and repeat-referral status.

Students with repeated referrals will receive targeted supports that may include check-in/check-out, mentoring, behavior intervention plans, counseling, restorative conferences, family meetings, and reentry support following suspension. Ninth-grade teachers will use consistent classroom-management and pre-referral interventions before submitting discretionary Code 21 referrals when appropriate. Campus leaders will also review referral and suspension practices to ensure that the Student Code of Conduct is implemented consistently across classrooms and student groups.

Strategy's Expected Result/Impact: Consistent pre-referral interventions, targeted student supports, and regular review of disaggregated discipline data will:

Reduce the percentage of Hispanic students receiving ISS from 35.2% to 34.2%, and in-school suspensions assigned to Hispanic students from 1,381 to 1,243.
Reduce the percentage of Hispanic students receiving OSS from 4.8% to 4.3%, and out-of-school suspensions assigned to Hispanic students from 116 to 104.
Reduce ninth-grade Code 21 referrals from 265 to 239 by May 2027 (additional campus measure).

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students receive in-school suspension at a high rate (35.2%) and account for 90.3% of in-school suspensions.	Inconsistent behavior expectations and pre-referral interventions across classrooms.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2027, Irving High School will host a minimum of three All Pro Dad Chapter gatherings to increase opportunities for family engagement and strengthen relationships between families and the campus.

Evaluation Data Source: Progress will be measured using attendance sheets collected at each meeting.

Strategy 1

Parent outreach through social media, newsletters, school messenger, parent liaison, and community outreach

Strategy's Expected Result/Impact: Through a more aggressive outreach plan, parents and community members will have an increased awareness or the All Pro Dad and AP Family Night events. The expected result is an increase in attendance from event to event. The impact will be greater parent and community involvement in campus activities.

Staff Responsible for Monitoring: AP Garcia

Problem Statements: Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

Performance Objective 2

By May 2027, Irving High School will improve parental engagement by increasing the number of Advanced Academics Family Nights from two to three and demonstrating attendance growth at each event compared with the established baseline. Attendance sheets collected at each event will serve as the evaluation data source.

Evaluation Data Source: Attendance sheets collected at each event will serve as the evaluation data source.

Strategy 1

Parent outreach through social media, newsletters, school messenger, and community outreach.

Strategy's Expected Result/Impact: Through a more aggressive outreach plan, parents and community members will have an increased awareness or the All Pro Dad and AP Family Night events. The expected result is an increase in attendance from event to event. The impact will be greater parent and community involvement in campus activities.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

Performance Objective 3

Irving High School will hold at least one documented, campus-generated parent involvement activity each month through May 2027.

Evaluation Data Source: Campus parent and community engagement calendar
Event agendas
Sign-in sheets
Participation totals for each event
Event photographs
Campus newsletters

Strategy 1

Irving High School will implement a yearlong parent and community engagement calendar that provides at least one campus-generated involvement activity each month. Events will address academic planning, college and career readiness, student activities, cultural engagement, and senior-transition needs. Each event will have a designated staff lead responsible for planning, promotion, implementation, and documentation.

The campus will advertise events in English and Spanish through parent communication platforms, newsletters, social media, the campus website, the digital marquee, student announcements, and direct family outreach. Sign-in sheets, participation totals, and parent feedback will be reviewed after each event to identify participation trends and improve future activities.

Parent and Community Engagement Plan

August: Meet the Teacher

September: Senior Parent Meeting; Taco 'Bout It Counseling Night; CTE Saturday Community Fair

October: Homecoming; Jump-Off; Trunk-or-Treat

November: AP/CTE Family Night

December: Posada; CTE Saturday Community Fair

January: AP/CTE Registration Family Night; Senior Parent Meeting

February: CTE Saturday Community Fair

March: Open House

April: CTE Saturday Community Fair

May: Senior Graduation Parent Meeting

CTE Saturday Community Fairs: September, December, February, and April

Strategy's Expected Result/Impact: Families will have consistent opportunities to participate in campus activities, receive academic and college-readiness information, and build stronger relationships with school staff. Irving High School will conduct at least one documented parent-involvement activity each month through May 2027.

Staff Responsible for Monitoring: Administrative team

Problem Statements: Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

State Compensatory Education

State Compensatory

Budget for Irving High School

Total SCE Funds: $139,230.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Irving High School, we are dedicated to providing the highest quality education for all our students. We recognize that some students may encounter specific challenges in their academic journeys. To support students at risk of dropping out or those who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to enhance our regular education program. A portion of these funds, specifically $35,230, is allocated for acquiring supplies and materials essential for enriching the learning experience. These materials are thoughtfully selected to address the unique needs of students requiring extra support, enabling us to offer additional resources and tools for their education. Additionally, we will invest $104,000 in supplemental payroll to provide tutoring for our students. These funds pay campus staff for tutoring provided beyond the regular instructional program, including before-school, after-school and Saturday sessions, for students who are at risk or who have not performed satisfactorily on end-of-course assessments. This tutoring supports the English I and II, Algebra I and Biology strategies in Goal 1 (Performance Objectives 1, 3 and 5), reinforcing our commitment to student success.

Irving Independent School District

MacArthur High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

1923

Generated by Plan4Learning.com
October 09, 2026 at 09:25 AM

Mission Statement

Our mission is to provide an equitable, collaborative, student-centered learning environment for all.

Vision

MacArthur High School will produce learners that are college, career, and military-ready to excel in a global society.

Value Statement

Focus on Learning

We commit to ensuring a focus on learning so that administration and instructional staff are provided access, training, and support on best practices to increase competence in a measurable skill.

We commit to modeling and supporting instructional staff in identifying, unpacking, and prioritizing essential standards for each subject area.

Building a Collaborative - Culture

We commit to co-laboring to model interdependence for our staff, so we can function as a high performing team.

We commit to co-laboring so that individual strengths can be leveraged toward collective goals.

Being Results - Focused

We commit to learning, collecting evidence, and taking action on results.

We commit to utilizing data processes to ensure all staff are equipped with knowledge and skills for CCMR across all departments.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 19

Data Documentation for CNA 23

Improvement Planning Data 24

Accountability Data 24

Student Data: Assessments 24

Student Data: Student Groups 25

Student Data: Behavior and Other Indicators 25

Employee Data 25

Parent/Community Data 25

Support Systems and Other Data 26

Goals 27

Goal 1 : In Irving ISD, each student, will reach their highest potential and be college... 28

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 41

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 43

State Compensatory Education 44

Budget for MacArthur High School 45

Personnel for MacArthur High School 45

Comprehensive Needs Assessment

Demographics

Summary

MacArthur High School, established in 1963, is a diversity-rich campus with faculty, staff, and students representing a wide range of backgrounds, cultures, and experiences. As an open-enrollment school serving grades 9 through 12, MacArthur provides opportunities for all students to pursue their postsecondary goals and prepares them to be college, career, or military ready to excel in a global society.

The school community is deeply rooted in tradition, with many teachers who are MacArthur alumni returning to give back. Multi-generational families continue to attend the school, and new families are welcomed each year. Strong community partnerships also enhance the student experience, with local churches, large corporations, and small businesses collaborating to support academic and extracurricular programs. These partnerships provide mentorship, resources, and real-world connections for students, while also fostering long-standing ties with the community.

MacArthur students benefit from a wide range of academic and extracurricular opportunities designed to meet diverse needs and talents. The school offers numerous Career and Technical Education pathways such as Culinary Arts, Education, Architecture, Construction, Electricity, and SOBE, giving students hands-on experiences and access to internships. Fine Arts programs, including Art, Theatre, Band, Choir, Orchestra, and Dance, are highly respected and provide students with opportunities to compete and showcase their talents at city, regional, and state levels. In addition, students have access to rigorous coursework through Advanced Placement and dual credit programs, preparing them for the demands of higher education.

With its strong sense of tradition, dedicated educators, supportive families, and active community partners, MacArthur High School provides a welcoming and dynamic environment where students are challenged to grow, thrive, and pursue their aspirations beyond high school.

Ethnic Background

Hispanic/Latino - 1,310 - 63.81%

African American - 366 - 17.83%

White-120 - 5.85%

Asian- 68 - 3.31%

American Indian-Alaskan Native- 9 -.44%

2 or more - 24 - 1.17%

Student Programs

Emergent Bilingual - 775 - 36.78%

English as a Second Language - 688 - 33.51%

Gifted and Talented - 277 - 13.49%

SPED - 201 - 9.79%

504 - 56- 2.73%

Student Indicators

At Risk - 1,590 - 77.45%

Immigrant - 153 - 7.45%

Attendance

93.20%

Teacher Experience

Begining Teachers- 17.8%

1-4 Years - 21%

6-10 Years - 20%

11-20 Years - 55%

21-30 Years - 13.4%

Over 30 Years - 5%

Discipline 2026

Our disproportionality rate for African American students for discretionary DAEP placement rate is 414% up from 378% in 2024.

African American - 26.38%

Hispanics- 18.10%

White- 10.80%

Violation of Student Code of Conduct = 1004

Under Influence / Possession of THC, Marijuana, or other Controlled Substance = 131

Mutual Fight = 153

E-Cigarettes = 101

Assault = 202

Graduation Rate

92%

Drop-Out Rate

1.1%

Economic Disadvantage

1,153 55.86%

Homeless Status

29 1.41%

Strengths

1. Diverse and Inclusive Culture

- **MacArthur is a richly diverse campus with over 63% Hispanic/Latino and 17% African American student populations.**
- **42.32% of students are Emergent Bilinguals, reflecting the campus's multilingual, multicultural environment.**
- **A strong legacy of multi-generational attendance and alumni returning as educators fosters a family-oriented, community-driven culture.**

2. Robust Academic and Career Pathways

- **649 students are enrolled in AP courses; 204 in dual credit, showing high aspirations for post-secondary readiness.**
- **The CTE program offers well-aligned career paths in Culinary Arts, Education, Architecture, Construction, and Electricity, with active internships and community partner engagement.**

3. Fine Arts and Extracurricular Excellence

- **Strong programs in Band, Choir, Theatre, Art, and Dance, with competitive participation at city, regional, and state levels.**
- **These programs are culturally embedded and widely supported by families and the community.**

4. College, Career, and Military Readiness (CCMR)

- **92% of seniors met CCMR indicators, and the graduation rate is 92%—a strong indicator of post-secondary preparation.**

5. Improving Attendance

- **Attendance has trended upward toward the district's 95% goal, with notable improvements across all grades compared to the prior year.**

7. Stakeholder Engagement

- **Families, alumni, businesses, and churches are authentically engaged via the Campus Improvement Committee, mentorship programs, and feedback channels.**

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/ immigrant learners.
2 ★	STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.	Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.
3 ★	The average daily attendance (ADA) rate was 93.20%, falling short of the district goal of 95%.	Limited use of relationship-building, SEL programming, and consistent re-engagement strategies.
4 ★	African American students face a 41% higher discretionary DAEP placement rate, indicating disciplinary disproportionality.	Lack of consistent Tier 1 behavior expectations and cultural responsiveness in discipline protocols.

★ = Priority

Student Learning

Summary

STAAR Data

- Alg. I STAAR summary - 75% approaches, 30% meets, 9% masters - All scores improved from the 2025 school year.
- Eng. I STAAR summary - 48% approaches, 30% meets, and 3% masters - Meets and Masters scores decreased from the 2025 school year.
- Eng. II STAAR summary - 54% approaches, 41% meets, 2% masters - All scores improved from the 2025 school year.
- Biology STAAR summary - 88% approaches, 57% meets, 19% masters - All scores improved from the 2025 school year.

Our campus under performed on the STAAR writing SCRs and ECRs at both the district and state level in RLA.

TELPAS

Composite 1=11%, 2=33%, 3=39%, 4=17%.

- Reading: 1=19%,9 2=43%, 3=22%, 4=15%
- Writing: 1=37%, 2=33%, 3=%, 4=5%
- Listening: 1=24%, 2=23%, 3=35%, 4=17%
- Speaking: 1=41%, 2=20, 3=31%, 4=7%

AP Enrollment

- AP scores reflect students are consistently below the state and falling in the range 2s and 3s. Scores of 4s and 5s are minimal.
- AP Met: 14%

CCMR Data

- Class of 2025 CCMR Met Rate-92%
- Entire Campus
    - TSIA2 RLA Met (any criteria): 29%
    - TSIA2 Math Met (any criteria): 26%
    - TSIA2 Met Both (any criteria): 22%

MAP Data

Math MAP

- 9th grade MAP showed some growth. BOY mean RIT Score was 219.9, and EOY mean RIT Score was 230.8.
- 10th grade MAP showed some growth. BOY mean RIT score was 229.6, and EOY mean RIT score was 239.8.

RLA MAP

- 9th grade MAP showed some growth. BOY mean RIT Score was 210, and EOY mean RIT Score was 212.7.
- 10th grade MAP showed some growth. BOY mean RIT score was 211.4. and EOY mean RIT score was 217.

Domain 2 Data

Growth

- from the 2025 school year, 269/309 students were at meets and maters for the 2026 school year

Domain 3 Data

- *Growth*
  - 12/16 Growth points earned
  - 16/16 CCMR points earned.

Strengths

1. Academic and Postsecondary Readiness

- **CCMR Rate: 92% of students met at least one College, Career, or Military Readiness indicator, reflecting strong preparation for life after high school.**

2. Student Growth

- **MAP Math Growth**:
  - **10th grade: 54% met growth targets.**
  - **9th grade: 51% met growth targets.**

- **MAP Math Growth**:
  - **10th grade: 47% met growth targets.**
  - **9th grade: 53% met growth targets.**

  - **These results are notable, especially given the high percentage of At-Risk and EB students.**

3. Demographic and Cultural Assets

- **MacArthur is described as "diversity rich", with a deeply rooted community culture and multiple generations attending the school.**
- **Strong community partnerships with local businesses and churches provide mentoring, internships, and support services.**
- **CTE offerings and Fine Arts programs are robust, with students actively participating in competitions and hands-on learning.**

4. **Instructional and Staff Stability**

- **Many educators are veteran teachers, including alumni who have returned to serve. Some have taught for over 25 years, creating a stable, family-like school culture.**

These strengths position MacArthur High School as a community-centered, culturally grounded, and college/career-ready institution, despite ongoing challenges in some academic domains.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 37% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
2 ★	Students particularly English I are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.
3 ★	Writing instruction is underdeveloped, with ECR performance dropping across English I and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.
4 ★	Despite strong AP and deal credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.	While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

★ = Priority

School Processes & Programs

Summary

Campus Recruitment and Enrollment

The campus will utilize a coordinated recruitment and enrollment process designed to attract, enroll, and retain students while communicating the academic, extracurricular, and support opportunities available at the campus. Recruitment efforts will include collaboration with feeder campuses, student and parent outreach, campus events, community partnerships, and targeted communication to prospective students and families. Enrollment trends will be monitored throughout the year to identify opportunities to strengthen student recruitment and retention.

School-Safety Monitoring

The campus will maintain a proactive school-safety system through regular monitoring of campus facilities, arrival and dismissal procedures, student movement, common areas, and other high-traffic locations. Administrators and staff will conduct routine safety checks and respond to identified concerns through established campus and district safety protocols. Safety concerns will be documented, communicated to appropriate personnel, and addressed in a timely manner. The campus will also use student, staff, and parent feedback to identify areas where additional supervision, procedures, or supports may be needed.

Bullying Prevention

Bullying prevention will be addressed through clear expectations for student behavior, consistent enforcement of the Student Code of Conduct, adult supervision, student education, and timely response to reported concerns. Students and families will have multiple avenues for reporting bullying or harassment. Administrators will investigate concerns according to district procedures, communicate with appropriate stakeholders, document interventions, and monitor identified situations to ensure that concerns are addressed and do not continue. Campus staff will reinforce respectful relationships, appropriate digital citizenship, conflict resolution, and positive school culture throughout the year.

Dropout Prevention, Credit Recovery, and Graduation Monitoring

The campus will maintain a systematic process for monitoring student progress toward graduation. Counselors and administrators will regularly review credits earned, course failures, attendance, academic performance, and graduation requirements to identify students who may be at risk of falling behind. Students identified as at risk will receive targeted interventions, including schedule adjustments, academic support, credit recovery opportunities, tutoring, counseling, and family communication as appropriate. Graduation progress will be monitored through regular data reviews, with particular attention given to students who are missing credits or are at risk of not meeting graduation requirements.

College and Career Readiness

College and career readiness will be supported through a comprehensive system that connects students to postsecondary opportunities and career pathways. Counselors, teachers, administrators, and campus support staff will monitor student progress toward college, career, and military readiness indicators. Students will receive information and support related to postsecondary planning, college applications, financial aid, certifications, dual-credit opportunities, workforce programs, internships, and career pathways. Student data will be reviewed to identify gaps in CCMR participation and completion and to provide targeted support to students who have not yet met identified readiness indicators.

Strengths

1. **Strong Teacher Support and Retention**

a. **Over 35% of teachers have more than 10 years of experience, supporting instructional consistency.**

b. **The Cardinal Teacher Academy offers mentoring, coaching, and affirmations for new and returning staff.**

c. **Some teachers have 30+ years of service, reinforcing school culture and legacy.**

2. **Collaborative Leadership and Instructional Practices**

a. **Embedded PLT time for core areas ensures targeted instructional planning.**

b. **Walkthroughs like "Walkthrough Wednesdays" support instructional leadership and celebrate high-performing teachers.**

3. **College, Career, and Military Readiness (CCMR)**

a. **92% of seniors met CCMR criteria—one of the campus's top academic accomplishments.**

4. **Advanced Coursework and Participation**

a. **Students participate in a wide range of AP exams, with strong performance in Calculus BC (Mean Score: 3.5) and **Computer Science A (18 test-takers in 2024).**

5. **MAP Growth**

a. **Students showed growth in both math and reading MAP scores.**

6. **Robust CTE and Fine Arts Programs**

a. **CTE pathways such as Culinary Arts, Construction, and Education offer real-world experience and**

competitions.

b. Fine Arts is a standout with competitive Band, Choir, Dance, and Theater programs.

7. **Community Engagement**

a. Strong community ties with alumni returning as staff and support from local churches and businesses.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I) as compared to the district scores.	Tier one instruction is not consistent in all classes.
2 ★	There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.	Tier one instruction has not consistently provided time for speaking and listening.
3 ★	Disproportionate discipline for African American Students (DAEP = 41%) higher	Lack of consistent tier one behavior expectations and cultural responsiveness in discipline protocols.

★ = Priority

Perceptions

Summary

The recent climate survey has provided us with valuable insights into the perceptions and experiences of our school community. From the parent feedback, it is evident that just over half of our parents feel they are receiving adequate information on how to assist their children at home. This indicates a need for us to enhance our communication strategies and provide more comprehensive resources and guidance to support parents in their crucial role in their children's education.

In terms of teacher feedback, it is encouraging to note that 61% of our teachers look forward to coming to work. This positive sentiment reflects a generally supportive and engaging work environment. However, it also suggests that there is room for improvement in fostering an even more motivating and fulfilling atmosphere for our educators. We must continue to explore ways to enhance job satisfaction and professional growth opportunities for our dedicated teaching staff.

Attendance by Special Population

Grade	Hispanic/ Latino	American Indian/Alaska	Asian	African American/ Black	Native Hawaiian/ Other pacific Islander	White	Two or mare Races
9	92.9	97.1	96.1	92.6	78.9	95.9	93.9
10	93.6	89.1	95.4	94.4	100	92.1	92.1
11	94.2	96.5	95.2	93.1	91.8	93.2	93.2
12	93.6	94.8	93.6	94.3	-	92.5	92.5

Strengths

1. Diversity and Community Culture

- MacArthur is “diversity rich,” serving students and staff from a broad range of backgrounds and experiences, enhancing cultural understanding and real-world preparation.

- Strong multi-generational community ties, with some teachers being alumni and multiple generations of families attending the school.

- Active and supportive partnerships with community churches and businesses, which provide mentorships, job experiences, and various in-kind supports.

2. Fine Arts and CTE Excellence

- MacArthur offers robust Career and Technical Education (CTE) and Fine Arts programs. Students participate in Culinary Arts, Architecture, Education, Dance, Band, Choir, and more, frequently competing at regional and state levels.

3. Advanced Coursework Opportunities

- The campus provides AP, GT, and dual credit programs, with a notable number of students accessing and completing advanced coursework.

- While some AP scores are low, there are subjects (e.g., Calculus BC, 3D Art) where students achieved high performance.

4. Improvement in Attendance (with caveats)

- Attendance rates have improved over the last three years. Although the overall ADA (93.2%) still falls short of the district goal, there has been progress, particularly compared to prior years.

5. Strong Educator Stability

- Many educators have long tenure at MacArthur, with a portion having taught for 20+ years. This continuity supports the school's cultural identity and instructional consistency.

6. Academic Bright Spots

- Growth in some AP course scores (e.g., Chemistry, Drawing, Calculus AB) and improvements in Math MAP scores from Fall to Spring for Grades 9–10.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.	Inconsistent and insufficient writing instruction across contents.
2 ★	There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.	Insufficient academic language scaffolding in core instruction.
3 ★	Parent and guardian participation in campus events is inconsistent, indicating a need for increased family engagement and participation opportunities.	Some campus events are scheduled at times that may create barriers for parents and guardians to attend due to work, family, and other commitments.
4 ★	Absenteeism (ADA 93.2%) is an issue.	Gaps in SEL implementation and weak Tier 1 classroom engagement exist.
5 ★	Low student performance for newcomer and immigrant students.	Lack of targeted academic and SEL supports for newcomers and immigrant students.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.	Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.
2	Students particularly English I are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.
3	Writing instruction is underdeveloped, with ECR performance dropping across English I and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.
4	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/ immigrant learners.
5	The average daily attendance (ADA) rate was 93.20%, falling short of the district goal of 95%.	Limited use of relationship-building, SEL programming, and consistent re-engagement strategies.
6	African American students face a 41% higher discretionary DAEP placement rate, indicating disciplinary disproportionality.	Lack of consistent Tier 1 behavior expectations and cultural responsiveness in discipline protocols.

7 ★	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 37% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
8 ★	Despite strong AP and deal credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.	While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.
9 ★	We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I) as compared to the district scores.	Tier one instruction is not consistent in all classes.
10 ★	There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.	Tier one instruction has not consistently provided time for speaking and listening.
11 ★	Disproportionate discipline for African American Students (DAEP = 41%) higher	Lack of consistent tier one behavior expectations and cultural responsiveness in discipline protocols.
12 ★	Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.	Inconsistent and insufficient writing instruction across contents.

13 ★	There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.	Insufficient academic language scaffolding in core instruction.
14 ★	Absenteeism (ADA 93.2%) is an issue.	Gaps in SEL implementation and weak Tier 1 classroom engagement exist.
15 ★	Low student performance for newcomer and immigrant students.	Lack of targeted academic and SEL supports for newcomers and immigrant students.
16 ★	Parent and guardian participation in campus events is inconsistent, indicating a need for increased family engagement and participation opportunities.	Some campus events are scheduled at times that may create barriers for parents and guardians to attend due to work, family, and other commitments.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **Student failure and/or retention rates**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

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 36% to 44% by May 2027.
Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 30% to 36% at meets or above on the English I & II by May 2027.

Evaluation Data Source: - District Common Unit Assessments
- PLT Common Formative Assessments
- MAP BOY and MOY
- PLT Data Driven Instruction Talks

Strategy 1 ☑ Results Driven Accountability

Implement campus wide writing process that focuses on crafting a fully developed essay with a strong thesis statement.

Strategy's Expected Result/Impact: All students will improve and reach meets or masters

Staff Responsible for Monitoring: Department Administrator

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Provide targeted professional development for teachers on the campus writing process. During every PD session, model how to incorporate writing.

Strategy's Expected Result/Impact: Teachers will have more skills to support student goal to getting meets or masters.

Staff Responsible for Monitoring: All Administrators

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Conduct data talks with teams every grading period to discuss glows and grows in students' writing.

Strategy's Expected Result/Impact: More students reaching meets or masters

Staff Responsible for Monitoring: Deparmtnet Administrators

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.
2	STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.	Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 37% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
2	Students particularly English I are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.
3	Writing instruction is underdeveloped, with ECR performance dropping across English I and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.

Performance Objective 2

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 50% to 55% by May 2027.
Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 5% to 30% by May 2027.

Evaluation Data Source: - MAP BOY and MOY Data
- Lexia Reading Program Scores
- IXL Reading Program Scores

Strategy 1 ☑ Results Driven Accountability

Provide tiered and targeted reading interventions and structured district-supported literacy routines to implement a reading-across-the-curriculum strategy in which we will embed reading annotating strategies in all content areas weekly using a common annotating strategy.

Strategy's Expected Result/Impact: Increase in opportunities to read in class with structure.

Staff Responsible for Monitoring: All Administrators

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Utilize IXL, Lexia, and Summit K-12 to provide individualized reading plans for all students.

Strategy's Expected Result/Impact: More students reaching meets or masters

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Use STAAR-aligned common assessments and STAAR item analysis to guide reteaching and instructional planning.

Strategy's Expected Result/Impact: Students will improve performance on STAAR type questions

Staff Responsible for Monitoring: All Administrators

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Implement daily Tier 2 and Tier 3 interventions during the school day targeting EOC-tested standards.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.
2	STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.	Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 37% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
2	Students particularly English I are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.

3	Writing instruction is underdeveloped, with ECR performance dropping across English I and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I) as compared to the district scores.	Tier one instruction is not consistent in all classes.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.	Inconsistent and insufficient writing instruction across contents.

Performance Objective 3

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 30% to 38% by May 2027. Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 35% to 40% at meets or above on Algebra I by May 2027.

Evaluation Data Source: - District Common Unit Assessments
- PLT Common Formative Assessments
- MAP BOY and MOY
- PLT Data Driven Instruction Talks

Strategy 1 ☑ Results Driven Accountability

Provide tiered and targeted math interventions in Algebra and Algebraic Reasoning classes.

Strategy's Expected Result/Impact: More students reaching meets or masters

Staff Responsible for Monitoring: Deparment Administrators

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

1955

Strategy 2

Utilize IXL Math program to provide individualized math plans that include EOC skills, TSIA2 skills, and SAT skills for students

Strategy's Expected Result/Impact: More students being TSIA 2 Math Met

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Discuss data during Data Driven Instruction talks and create intervention and extension plans.

Strategy's Expected Result/Impact: More students reaching the meets and masters level.

Staff Responsible for Monitoring: Department Administartor

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Despite strong AP and deal credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.	While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I) as compared to the district scores.	Tier one instruction is not consistent in all classes.

Performance Objective 4

Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 53% to 58% by May 2027.
Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who meet or exceed projected MAP Math growth from 35% to 45% by May 2027.

Evaluation Data Source: - MAP BOY and MOY Data
- IXL Math Program Scores

Strategy 1

Utilize IXL Math program to create individualized learning plans for students.

Strategy's Expected Result/Impact: More students meeitng their RIT goal by the EOY MAP test.

Staff Responsible for Monitoring: Department Administrator

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

Discuss data during MAP BOY and MAP EOY data talks and upload MAP data to IXL Math to create individualized math learning plans.

Strategy's Expected Result/Impact: More students meeting their RIT goal on the EOY MAP test.

Staff Responsible for Monitoring: Department Administrator

Problem Statements: Student Learning 1, 3

Formative Reviews

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 37% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
3	Writing instruction is underdeveloped, with ECR performance dropping across English I and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I) as compared to the district scores.	Tier one instruction is not consistent in all classes.

Performance Objective 5

Increase the percentage of students attaining TSIA2 from 30% to 40% by May 2027.

Evaluation Data Source: - IXL TSIA2 Data
- Methodize TSIA2 Data
- TSIA2 Accuplacer Results

Strategy 1

Utilize IXL Reading, IXL Math, and Methodize programs to reinforce TSIA2 skills.

Strategy's Expected Result/Impact: More students receiving qualifying scores on TSIA2.

Staff Responsible for Monitoring: Academic Specialis

Problem Statements: Demographics 1 - Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Conduct TSIA2 boot-camps prior to TSIA2 testing days to review skills.

Strategy's Expected Result/Impact: More students receiving qualifying scores on TSIA2.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 4

Formative Reviews

November	February	April	June

Strategy 3

Implement a cross-curricular writing program that focuses on planning, drafting, and editing fully developed essays.

Strategy's Expected Result/Impact: More students receiving a qualifying score on the TSIA2 essay.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 4

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Despite strong AP and deal credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.	While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.	Inconsistent and insufficient writing instruction across contents.

Performance Objective 6

Increase the percentage of students who score at Meets or above on STAAR Biology from 55% to 60% by May 2027.
Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 40% to 45% at meets or above on the Biology by May 2027.

Evaluation Data Source: - MAP BOY and MOY Data

Strategy 1 ☑ Results Driven Accountability

Provide tiered and targeted math interventions in Biology classes.

Strategy's Expected Result/Impact: More students reaching the meets and masters level.

Staff Responsible for Monitoring: All Administrators

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The Emergent Bilingual (EB) students now make up 36.78% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.

Performance Objective 7

By the end of the 2026-2027 school year, MacArthur High School will earn all four TELPAS composite pointsby increasing the percentage of Emergent Bilingual students achieving a Composite TELPAS Proficiency Level of 4 (Advanced High).

Evaluation Data Source: Summit K-12 usuage reports

Strategy 1

During the 2026-2027 school year, MacArthur High School will utilize Summit K-12 to provide targeted language-development practice and progress monitoring for Emergent Bilingual students. Additionally, teachers, counselors

Strategy's Expected Result/Impact: Increase students composite scores.

Staff Responsible for Monitoring: All Administrators

Problem Statements: Perceptions 2, 5

Formative Reviews

November	February	April	June

Strategy 2

Administrators will conduct individualized student data talks with students who demonstrate the potential to meet reclassification criteria.

Strategy's Expected Result/Impact: Increase students composite scores.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.	Tier one instruction has not consistently provided time for speaking and listening.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.	Insufficient academic language scaffolding in core instruction.
5	Low student performance for newcomer and immigrant students.	Lack of targeted academic and SEL supports for newcomers and immigrant students.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Increase the campus attendance rate from 93.7% to 94.5 % by May 2027.
Decrease the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 93.6% to 94.5% by May 2027.

Evaluation Data Source: - Weekly ADA monitoring with trend analysis by grade level.
- Monthly incentives and attendance celebrations.
- Mentor logs
- SEL implementation checklists

Strategy 1 ☑ Results Driven Accountability

Students with attendance below 90% will complete mandatory weekly check-ins with the attendance office to monitor progress, identify barriers, and develop strategies to improve attendance.

Strategy's Expected Result/Impact: Students attendace rate will increase.

Staff Responsible for Monitoring: Attendance lead

Problem Statements: Demographics 3, 4 - Perceptions 4

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	The average daily attendance (ADA) rate was 93.20%, falling short of the district goal of 95%.	Limited use of relationship-building, SEL programming, and consistent re-engagement strategies.
4	African American students face a 41% higher discretionary DAEP placement rate, indicating disciplinary disproportionality.	Lack of consistent Tier 1 behavior expectations and cultural responsiveness in discipline protocols.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Absenteeism (ADA 93.2%) is an issue.	Gaps in SEL implementation and weak Tier 1 classroom engagement exist.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for the student group that is disproportionately referred for disciplinary action from 25% to 20% by May 2027. Decrease the number of discretionary referrals for Africa American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 1.21% to .75% by May 2027.

Evaluation Data Source: - Monthly discipline disaggregation by subgroup
- RISE trainings to faculty and staff to decrease incidents.

Strategy 1 ☑ Results Driven Accountability

Administrators will conduct monthly data talks with identified teachers to review referral patterns, discuss equitable discipline practices, and establish action steps.

Strategy's Expected Result/Impact: Reduction in discipline numbers

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Disproportionate discipline for African American Students (DAEP = 41%) higher	Lack of consistent tier one behavior expectations and cultural responsiveness in discipline protocols.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Increase the number of parent / community involvement nights from 6 to 10 by May 2027.

Evaluation Data Source: - MacArthur Campus Calendar
- Parent Liaison monthly parent learning and awareness sessions
- Principal's Monthly Parent Newsletter

Strategy 1

Plan and implement the following parent / community involvement nights.
August - Meet the Teacher Night, September - Hispanic Culture Night, October - Fall Festival, November - CCMR Night, December - Winter Concert, January - TELPAS Parent Night, February , Black History Celebration Night, March - Open House, April - Advanced Placement and Dual Credit Night, May - Asian Heritage Night

Strategy's Expected Result/Impact: Increas in the total number of parents and community members attending the MacArthur events .

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Parent and guardian participation in campus events is inconsistent, indicating a need for increased family engagement and participation opportunities.	Some campus events are scheduled at times that may create barriers for parents and guardians to attend due to work, family, and other commitments.

State Compensatory Education

State Compensatory

Budget for MacArthur High School

Total SCE Funds: $155,635.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

At MacArthur High School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds, specifically $9,595, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Additionally, our Math Intervention Specialist salary is paid for with SCE funds with a cost of $73,500. The campus creates a schedule for STAAR tutorials after school and on specific Saturday sessions throughout the year. $67,540 is spent on Extra Duty Pay/Special Earnings for these tutorials. In addition $5,000 is spent on snacks for the students during these tutoring events.

Personnel for MacArthur High School

Name	Position	FTE
Badawi, Zaid	Science Teacher	1
Del Toro, Diana	Paraprofessional	1
Jones, Rachel	Science Teacher	1
Shelton, Ashley	Parent Liaison	1

Irving Independent School District

Nimitz High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Social Studies, Postsecondary Readiness

2026-2027 Campus Improvement Plan

1968

Generated by Plan4Learning.com
October 09, 2026 at 09:25 AM

Mission Statement

Empowering students to learn, grow, and lead.

Vision

Nimitz Nation: Driven to Succeed. Destined to Lead.

Value Statement

ALL N'

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 14

Perceptions 17

Priority Problem Statements 20

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 27

Employee Data 27

Parent/Community Data 28

Support Systems and Other Data 28

Goals 29

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 30

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 45

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 48

State Compensatory Education 50

Budget for Nimitz High School 51

Personnel for Nimitz High School 51

Comprehensive Needs Assessment

Demographics

Summary

Nimitz High School serves a large and diverse student population with significant academic, linguistic, and socioeconomic needs. As of September 1, 2026, Nimitz enrolls **2,159 students**, compared with 2,231 students in 2025–26 and 2,288 students in 2024–25. Current enrollment includes **605 ninth-grade students, 524 tenth-grade students, 520 eleventh-grade students, and 510 twelfth-grade students**. The ninth-grade class is currently the largest grade-level cohort, representing approximately 28% of campus enrollment.

The student population is predominantly **Hispanic/Latino (1,885 students; approximately 87%)**, followed by White (119; approximately 6%), African American/Black (89; approximately 4%), Asian (29; approximately 1%), American Indian/Alaska Native (19; approximately 1%), students identifying with two or more races (15), and Native Hawaiian/Other Pacific Islander students (3). Because Hispanic students comprise the substantial majority of enrollment, campuswide outcomes are closely connected to outcomes for this student group; however, the campus must also monitor the experiences and outcomes of smaller student groups to identify disparities that may be obscured by aggregate data.

Nimitz also serves substantial populations requiring differentiated academic and instructional supports. Current enrollment includes **925 students identified as economically disadvantaged (approximately 43%)** and **261 students receiving Special Education services (approximately 12%)**. The Special Education population has increased from 113 students in 2024–25 to 191 in 2025–26 and 261 in 2026–27. This changing student profile increases the importance of accessible Tier I instruction, appropriate accommodations and specially designed instruction, intervention systems, and intentional progress monitoring.

Enrollment patterns also indicate a need to monitor student transitions and continuity of services. Although current enrollment is lower than in each of the previous two years, **92% of current students were enrolled by the first day of the 2026–27 school year**, compared with 83.0% in 2025–26 and 80.7% in 2024–25. This provides the campus an opportunity to establish academic expectations, attendance routines, relationships, and intervention supports with a larger proportion of students beginning at the start of the school year.

Attendance remains an important demographic and access-to-learning indicator. August 2026 attendance was **95.8% for grade 9, 95.1% for grade 10, 94.7% for grade 11, and 94.1% for grade 12**, showing progressively lower attendance across grade levels at the beginning of the year. Because the previous CIP identified chronic absenteeism as a significant campus concern, attendance should continue to be monitored by grade level and student group before determining whether the prior year's attendance problem statements and proposed root causes remain applicable in 2026–27.

Discipline data also warrant continued examination through an equity lens. During 2025–26, **328 students received 705 suspensions**. African American students represented **4.3% of enrollment but 7.4% of suspensions**, while Hispanic students represented 86.8% of enrollment and 85.8% of suspensions.

Dropout Prevention and Graduation Support: During the 2025–26 school year, Nimitz High School's annual dropout rate for students in grades 9–12 was **1.1%, representing 27 students**. To support students in staying on track for graduation, the campus monitors academic progress, credit accumulation, attendance, and graduation requirements. **Credit recovery courses are offered during the regular school day for students who need opportunities to recover credits and make progress toward graduation.** The campus will continue to monitor student progress and provide academic supports to promote successful high school completion.

Strengths

- **Strong graduation outcomes:** The campus reported a **95.8% four-year graduation rate**, demonstrating that a high percentage of students successfully complete high school.
- **Strong CCMR outcomes:** Domain III planning data show CCMR rates of **97% for All Students, 97% for Hispanic students, 97% for the High Focus group, and 92% for African American students**, indicating strong college, career, and military readiness outcomes across major student groups.

- **Broad academic and career opportunities:** Students have access to **Advanced Placement, Dual Credit, AVID, CTE, Special Education, Deaf Education, fine arts, athletics, and numerous academic and leadership organizations**. These opportunities provide multiple pathways for students to graduate college, career, and military ready.
- **Established P-TECH pathway: South Irving Collegiate at Nimitz** provides students an additional pathway to postsecondary credentials and college readiness.
- **Improving academic outcomes for several student groups:** From 2025 to 2026, STAAR Meets Grade Level or Above increased campus wide from **38% to 42% in ELA/Reading, 20% to 27% in Mathematics, and 45% to 55% in Science**. African American students also improved from **31% to 39% in ELA/Reading** and **10% to 24% in Mathematics**.
- **Diverse student population and programming:** Nimitz serves a diverse population with substantial Emergent Bilingual/ESL, economically disadvantaged, Special Education, and at-risk populations and maintains specialized programs and services designed to support varied academic and postsecondary needs.
- **Established campus identity and student opportunities:** Nimitz has a strong tradition of extracurricular and academic participation, including a nationally recognized **Academic Decathlon program**, along with extensive CTE, fine arts, athletics, leadership, and student-organization opportunities that support student engagement and school connectedness.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	During the 2025-26 school year, attendance decreased from August to May across all grade levels: Grade 9 decreased from 96.6% to 87.8%, Grade 10 from 96.5% to 88.3%, Grade 11 from 97.0% to 88.2%, and Grade 12 from 96.8% to 90.2%.	Attendance interventions and progress-monitoring systems were not consistently implemented throughout the school year to address students developing patterns of excessive absences.
2 ★	During the 2025-26 school year, Nimitz recorded 705 suspensions involving 328 distinct students. African American students represented 4.3% of enrollment but 7.4% of total suspensions, indicating a disciplinary disproportionality that warrants continued monitoring and targeted intervention.	Campus discipline data indicate a need for more consistent implementation and monitoring of preventive behavior supports, alternatives to exclusionary discipline, and early intervention for students demonstrating repeated behavioral concerns.
3	Teacher absences present a potential challenge to instructional continuity. During 2025-26, 80 teachers were recorded in the greater-than-15-days absence category, compared with 74 in 2024-25; Friday also had the highest teacher absence total at 630.5 days during 2025-26.	Campus systems for monitoring patterns of teacher absences and providing early support may not have been sufficiently systematic to identify and respond to recurring attendance concerns.
4 ★	The campus serves a large population of students requiring differentiated academic and support services. Current 2026-27 program data identify substantial participation in EB/ESL and at-risk classifications, creating a continued need for systems that provide equitable access to appropriate academic, linguistic, behavioral, and intervention supports.	Differentiated instructional and intervention practices are not implemented consistently across classrooms to address the academic and linguistic needs of students requiring additional supports.
5 ★	During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.	Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

★ = Priority

Student Learning

Summary

Nimitz High School's Comprehensive Needs Assessment includes multiple measures of student achievement, academic growth, college readiness, and English language development. Data reviewed include STAAR End-of-Course and all-subject results, Domain III student-group performance, NWEA MAP Growth, TELPAS, TSI/TSIA2, Advanced Placement, CCMR, graduation outcomes, and campus and district formative and summative assessments. The campus also reviewed its implementation of tiered academic interventions and the use of formative assessment data to identify student needs, adjust instruction, provide intervention and extension, and monitor student progress.

STAAR Achievement and Historical Performance

Nimitz demonstrated year-over-year improvement in several STAAR content areas from 2025 to 2026. At Meets Grade Level or Above, English I increased from 35% to 36%, English II increased from 41% to 47%, Algebra I increased from 18% to 23%, and Biology increased from 47% to 56%. U.S. History remained at 64%. Across all tested grades and subjects, the percentage of students achieving Meets Grade Level or Above increased from 40% in 2025 to 45% in 2026. By content area, ELA/Reading increased from 38% to 42%, Mathematics increased from 20% to 27%, and Science increased from 45% to 55%, while Social Studies remained at 64%.

Despite this growth, achievement gaps remain. In 2026, Nimitz students achieved 42% Meets Grade Level or Above in ELA/Reading compared with 56% statewide and 27% in Mathematics compared with 47% statewide. Algebra I represents a significant academic need, with 23% of Nimitz students achieving Meets Grade Level or Above compared with 51% statewide. Science performance reached 55%, compared with 54% statewide, while Social Studies performance of 64% exceeded the state rate of 52%.

Student-group performance further identifies areas requiring targeted support. At Meets Grade Level or Above in 2026, African American students achieved 39% in ELA/Reading and 24% in Mathematics, while Hispanic students achieved 40% in ELA/Reading and 25% in Mathematics. Economically disadvantaged students achieved 42% in ELA/Reading and 27% in Mathematics. Emergent Bilingual Current and Monitored students achieved 35% in ELA/Reading and 22% in Mathematics. Current Special Education students achieved 19% Meets in both ELA/Reading and Mathematics, compared with campuswide performance of 42% in ELA/Reading and 27% in Mathematics. Current Special Education students achieved 44% Meets in Science and 41% in Social Studies, indicating that the largest achievement differences for this student group are concentrated in ELA/Reading and Mathematics. TEA-masked results resulting from small student counts are not interpreted or extrapolated.

Domain III Student-Group Performance

Domain III planning data provide an additional student-group lens for the 2026–27 improvement cycle. Current Mathematics Meets performance is 26% for All Students, 22% for African American students, 25% for Hispanic students, and 26% for the High Focus group. RLA Meets performance is 41% for All Students, 39% for African American students, 40% for Hispanic students, and 40% for the High Focus group. These Domain III accountability measures are distinct from individual EOC results and are used to establish campus-selected student-group targets for the 2026–27 school year.

The campus-selected 2026–27 Domain III goals are 45% RLA Meets and 40% Mathematics Meets for All Students; 40% RLA and 30% Mathematics for African American students; 45% RLA and 40% Mathematics for Hispanic students; and 40% RLA and 35% Mathematics for the High Focus group. These targets reinforce the need to improve overall achievement while intentionally monitoring the performance of student groups identified through the accountability system.

NWEA MAP Growth

NWEA MAP Growth provides an additional measure of individual student academic growth and is used by the campus to identify students who are or are not meeting projected growth expectations. The 2025–26 baseline used for 2026–27 campus improvement planning indicates that 50% of students met or exceeded projected growth in MAP Growth Reading, including 49% of Hispanic students. The campus has established a 2026–27 goal of increasing the percentage meeting or exceeding projected Reading growth to 65% for All Students and 65% for Hispanic students.

In Mathematics, 43% of students met or exceeded projected MAP Growth during 2025–26, including 42% of Hispanic students.

The campus has established a 2026–27 goal of increasing the percentage meeting or exceeding projected Mathematics growth to 60% for All Students and 60% for Hispanic students.

MAP Growth Biology has also been identified as an instructional focus for the 2026–27 school year, with a campus goal of increasing the percentage of students meeting or exceeding projected growth to 60% by May 2027. Because 2026–27 is the first year Nimitz High School is administering MAP Growth Biology, historical campus growth data are not available. The 2026–27 administration will establish the campus baseline for future year-over-year comparison and will be used during the current year to monitor student growth and inform targeted instructional support.

Historical MAP results provide additional context for campus growth. The prior CIP reported 49% of students meeting projected Reading growth during 2024–25, including 33% of Emergent Bilingual/English Learner students. In Mathematics, 48% of students met projected growth, including 40% of African American students. Because student populations and reporting groups may differ across years, MAP results should be interpreted according to the student-group definitions associated with each annual report rather than assuming that all populations are directly equivalent across years.

Extended Constructed Response and Writing

Student performance on the STAAR Extended Constructed Response identifies an additional literacy need. During the 2025–26 STAAR EOC administration, campus item-analysis data indicate that 46% of English I testers and 39% of English II testers earned zero points on the Extended Constructed Response. These results indicate a need to strengthen students' ability to analyze text, develop and organize written responses, and support ideas with relevant textual evidence.

Campus analysis identifies a need for students to receive more frequent, specific, and actionable feedback on writing, as well as explicit instruction and guided practice in developing and organizing ideas to produce coherent, evidence-based extended constructed responses. The corresponding campus STAAR item-analysis report should be maintained as supporting CNA documentation.

TELPAS and English Language Development

English language development remains a priority student-learning need. Overall TELPAS proficiency was 42.5% in 2025–26, compared with 43.5% in 2024–25. In 2025–26, proficiency by language domain was 87.5% in Listening, 54.9% in Speaking, 86.3% in Reading, and 74.6% in Writing. Speaking represents the lowest of the four reported language-domain proficiency rates and is an area for continued instructional analysis.

Grade-level TELPAS data provide additional historical context. Speaking proficiency decreased from 59.8% to 52.4% in grade 9, from 59.9% to 56.6% in grade 10, and from 62.4% to 55.3% in grade 11, while grade 12 increased from 53.1% to 56.0%. Overall TELPAS proficiency similarly declined in grades 9–11 while improving in grade 12. These results identify oral academic language development as an area requiring continued analysis and targeted support for Emergent Bilingual students.

The campus's Domain III EL Proficiency measure provides an additional indicator of English language progress and should be distinguished from overall TELPAS proficiency. Current Domain III planning data report an EL Proficiency score of 28% for the High Focus student group. The current state interim target is 28%, the next interim target is 30%, and the long-term target is 34%. Nimitz has established a campus-selected 2026–27 EL Proficiency goal of 36%. These results reinforce the need for systematic English language development across content areas and intentional monitoring of Emergent Bilingual student progress.

Response to Intervention, Tiered Supports, and Formative Assessment

Nimitz utilizes Professional Learning Teams and tiered academic supports to respond to identified student needs. The campus has 27 Professional Learning Teams facilitated by professional learning leads and campus instructional leaders. PLTs focus on identifying essential learning, analyzing evidence of student learning, and determining appropriate intervention and extension based on student need.

During the 2025–26 school year, Nimitz utilized a C-Day schedule in which students attended all eight classes rather than participating in a separate Viking Time intervention period. Within this structure, the campus provided opportunities for Tier 2 and Tier 3 gap-filling interventions based on identified academic needs. Campus analysis determined, however, that implementation of these interventions was inconsistent across classrooms and content areas. The campus did not have a consistently implemented process for identifying specific student skill gaps, providing aligned Tier 2 and Tier 3 interventions, and monitoring student response to those interventions.

Teachers and PLTs use multiple formative and summative data sources to inform instruction, including NWEA MAP Growth, district common assessments, DCAs, campus common assessments, benchmarks, released STAAR assessments and items, exit tickets, checks for understanding, demonstrations of learning, and student work. These data are used to identify standards and skills requiring additional instruction, determine student grouping and intervention needs, provide reteach or extension, and adjust Tier I instruction.

For 2026–27, the campus is strengthening the connection between assessment and instruction through more systematic data cycles, lesson internalization, analysis of student work, flexible grouping, targeted reteach and extension, and progress monitoring. Content-area teams will use formative and summative evidence to identify students requiring additional support and regroup students as their needs change. MAP Growth will also be used to establish individual student growth goals, identify skill needs, and monitor progress toward projected growth.

TSI and College Readiness

TSI college readiness remains an area for continued improvement. During the 2025–26 school year, 22% of Nimitz High School students met TSI college-readiness criteria in both Mathematics and RLA. The campus has established a 2026–27 goal of increasing the percentage of students meeting TSI criteria in both areas from 22% to 50% by May 2027. This measure should be considered alongside other indicators of college, career, and military readiness because TSI attainment represents one of several pathways through which students may demonstrate postsecondary readiness.

Advanced Placement

Advanced Placement provides students with access to rigorous college-level coursework and represents an additional indicator of postsecondary preparation. During the reported AP administration, Nimitz students completed **1,182 AP exams**. The overall average AP exam score was **2.1**, and **33% of exams earned a score of 3 or higher**.

AP performance varied considerably by course. Among courses with larger testing groups, 91% of 46 Spanish Language exams earned a score of 3 or higher; 85% of 13 Psychology exams; 81% of 37 Macroeconomics exams; 75% of 12 Spanish Literature exams; and 72% of 29 U.S. Government and Politics exams. Other courses demonstrated lower percentages of exams earning scores of 3 or higher, including Biology at 23% of 52 exams, Calculus AB at 11% of 53 exams, English Language and Composition at 28% of 126 exams, U.S. History at 30% of 90 exams, and World History at 17% of 196 exams.

Overall, AP results demonstrate broad student participation in advanced coursework while also identifying substantial variation in successful AP exam performance across courses. Continued analysis of AP enrollment, exam participation, instructional practices, course-level performance, and student-group outcomes will help the campus identify opportunities to increase successful participation and college-level mastery.

PSAT, SAT, ACT, and HB1416

The campus uses multiple college-readiness measures in addition to TSI and AP. Verified 2025–26 campus SAT and ACT performance results were not available at the time this Comprehensive Needs Assessment was completed. These data will be incorporated into ongoing campus progress monitoring when available and reviewed alongside TSI, AP, Dual Credit, and CCMR indicators.

Verified current PSAT performance results were also not available for inclusion in this narrative at the time of CNA completion. PSAT results should be reviewed when available to identify student readiness for college-level coursework and additional opportunities for intervention and acceleration.

HB1416-required accelerated instruction is part of the campus's broader system of academic intervention for students who do not demonstrate satisfactory performance on applicable state assessments. Campus intervention and progress-monitoring systems should continue to document required accelerated instruction and evaluate student response to intervention. Verified 2025–26 HB1416 participation and outcome data were not available for inclusion in this narrative and should be maintained with the campus's supporting CNA documentation when available.

CCMR and Graduation

College, Career, and Military Readiness remains a campus strength. Current Domain III planning data report CCMR outcomes of 97% for All Students, 97% for Hispanic students, 92% for African American students, and 97% for the High Focus group. For 2026–27, Nimitz has established CCMR goals of 98% for All Students, African American students, and Hispanic students and 94% for the High Focus group.

Nimitz provides multiple pathways for students to demonstrate postsecondary readiness, including Advanced Placement, Dual Credit, AVID, Career and Technical Education, and South Irving Collegiate/P-TECH opportunities. These pathways provide students with opportunities to earn college credit, industry-based credentials, advanced coursework experience, and other CCMR indicators.

Graduation outcomes also remain an area of relative strength. The prior CIP reported a 95.8% four-year graduation rate. Current Domain III planning data report accountability graduation rates of 93% for All Students and 92% for African American, Hispanic, and High Focus student groups. Because these figures may represent different cohorts or accountability calculations, they should be identified according to their respective sources rather than treated as directly interchangeable. The campus-selected 2026–27 graduation goals are 94% for All Students, 98% for African American students, 94% for Hispanic students, and 96% for the High

Focus group.

Overall Student Learning Findings

Overall, Nimitz High School's 2025–26 student-learning data demonstrate measurable year-over-year improvement in ELA/Reading, Mathematics, and Science, along with strong Social Studies, CCMR, and graduation outcomes. The campus also provides students broad access to Advanced Placement, Dual Credit, CTE, AVID, and P-TECH pathways supporting postsecondary readiness.

At the same time, the Comprehensive Needs Assessment identifies **Algebra I and overall Mathematics achievement; ELA/Reading achievement; MAP Reading and Mathematics growth; ECR writing performance; achievement among students receiving Special Education services; Emergent Bilingual achievement and English language development; TSI college readiness; and variation in AP exam success across courses** as areas requiring continued attention.

The data also identify a need to strengthen the consistency with which formative and summative assessment results are translated into differentiated Tier I instruction, targeted Tier 2 and Tier 3 intervention, flexible student grouping, progress monitoring, reteaching, and extension. These findings will guide the development and implementation of 2026–27 performance objectives and strategies focused on rigorous Tier I instruction, student academic growth, targeted intervention and acceleration, writing instruction and feedback, English language development, and college readiness.

Strengths

- **Overall STAAR performance improved:** The percentage of students achieving **Meets Grade Level or Above across all subjects increased from 40% in 2025 to 45% in 2026**.
- **ELA/Reading performance increased:** Campus wide ELA/Reading performance at Meets Grade Level or Above increased from **38% in 2025 to 42% in 2026**. English II improved from **41% to 47% Meets**.
- **Mathematics demonstrated year-over-year growth:** Mathematics Meets Grade Level or Above increased from **20% in 2025 to 27% in 2026**. Algebra I also increased from **18% to 23% Meets**.
- **Science demonstrated substantial improvement:** Science performance increased from **45% Meets in 2025 to 55% in 2026**. Biology increased from **47% to 56% Meets**, with campus Science performance exceeding the **2026 state rate of 54%**.
- **Social Studies remained a high-performing content area: 64% of students achieved Meets Grade Level or Above in Social Studies**, maintaining the campus's 2025 performance and exceeding the **2026 state rate of 52%**. U.S. History also maintained **64% Meets**.
- **African American student performance improved in ELA/Reading and Mathematics:** African American students increased from **31% to 39% Meets in ELA/Reading** and from **10% to 24% Meets in Mathematics** between 2025 and 2026.
- **Hispanic student performance improved:** Hispanic students increased from **36% to 40% Meets in ELA/Reading**, **19% to 25% in Mathematics**, and **44% to 53% in Science** from 2025 to 2026.
- **Emergent Bilingual students demonstrated academic growth:** EB Current & Monitored students increased from **31% to 35% Meets in ELA/Reading**, **17% to 22% in Mathematics**, **40% to 50% in Science**, and **47% to 52% in Social Studies**.
- **TELPAS results demonstrate strengths in receptive language:** In 2025–26, TELPAS proficiency was **87.5% in Listening and 86.3% in Reading**, with Writing proficiency at **74.6%**.
- **CCMR outcomes remain strong across student groups:** Domain III planning data report CCMR performance of **97% for All Students, 97% for Hispanic students, 97% for the High Focus group, and 92% for African American students**.
- **Students have access to multiple postsecondary pathways:** Nimitz provides **Advanced Placement, Dual Credit, AVID, CTE, and South Irving Collegiate/P-TECH opportunities**, supporting students in preparing for college, career, and postsecondary success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Nimitz High School students are not demonstrating sufficient achievement in mathematics. In 2026, only 27% of students achieved Meets Grade Level or above in Mathematics, and only 23% achieved Meets or above on Algebra I.	Students enrolled in on-level mathematics courses often enter with significant prerequisite skill gaps. Instructional time is therefore heavily focused on closing foundational gaps and moving students toward grade-level proficiency, limiting the time and instructional emphasis available to accelerate students from Approaches to Meets and Masters.
2 ★	In 2026, 42% of students achieved Meets or above in ELA/Reading, including 36% in English I, indicating a continued need to increase the percentage of students demonstrating grade-level proficiency and beyond.	Students entering on-level RLA courses demonstrate varying levels of unfinished prerequisite learning. Teachers prioritize intervention and remediation to address these gaps; as a result, systematic extension from Approaches-level performance to Meets and Masters has not been a consistent instructional focus.
3	Current Special Education students achieved 19% Meets or above in both ELA/Reading and Mathematics, substantially below overall campus performance.	Students receiving Special Education services often require simultaneous remediation of prerequisite skills, access to current grade-level standards, and specially designed instruction. The amount and complexity of unfinished learning make accelerating students to Meets while addressing individual learning needs an ongoing instructional challenge.
4	Nimitz has made gains in overall achievement, but the percentage of students reaching higher performance levels remains limited; across all subjects, 45% reached Meets and 11% reached Masters in 2026.	Campus intervention systems have historically emphasized closing foundational gaps and helping struggling students attain Approaches-level performance. A consistent campus wide instructional process for identifying students near Meets, providing targeted acceleration, and extending learning to higher levels of cognitive rigor has not been the primary focus.
5 ★	During the 2025-26 school year, only 22% of Nimitz High School students met TSI college-readiness criteria in both Mathematics and RLA, indicating a continued need to increase the percentage of students demonstrating college readiness across both areas.	Students have not consistently received systematic, targeted TSI preparation and intervention aligned to their individual readiness needs in ELA/Reading and Mathematics prior to TSIA2 testing opportunities.

6 ★

In 2025-26, 46% of English I testers and 39% of English II testers earned zero points on the STAAR EOC Extended Constructed Response, indicating a significant gap in students' ability to analyze text, develop a written response, and support their ideas with relevant textual evidence.

Students need more frequent, specific, and actionable feedback on their writing, as well as explicit instruction and guided practice in developing and organizing ideas to produce coherent, well-supported extended constructed responses.

7 ★

During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.

Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

★ = Priority

School Processes & Programs

Summary

Nimitz High School utilizes a variety of campus and district systems to support effective instruction, staff development, student safety, intervention, and college and career readiness. A central instructional process is the campus Professional Learning Team structure. Nimitz has **27 PLTs**, each supported by a professional learning lead and campus instructional leader. PLTs are organized around four essential questions: what students are expected to learn, how learning will be assessed, how teachers will respond when students demonstrate mastery, and how teams will intervene when students have not yet learned the content. Weekly collaborative planning and analysis of student progress are designed to strengthen instructional alignment, common assessment practices, and timely intervention.

Professional learning is provided through both campus and district structures. Campus faculty meetings incorporate professional development related to student achievement and classroom pedagogy, and teachers are provided opportunities to lead learning for colleagues. New teachers receive additional support through **New2Nimitz**, a campus induction and mentoring program led by the Academic Specialist. The program provides professional development, instructional coaching, and mentor support throughout the school year.

For 2026–27, Nimitz will implement the **Voyage to Victory Instructional Learning Journey** as a yearlong campuswide professional learning and coaching framework. The framework aligns professional learning, lesson internalization, teacher learning walks, leadership coaching, and T-TESS-aligned instructional practices. Monthly instructional priorities progress from planning and internalization to clarity of learning, student academic communication, rigorous student work, differentiation, checks for understanding and instructional response, student ownership, and reflection on evidence of impact. Campus leaders will use internalization checks, learning walks, coaching evidence, student work, assessment data, and teacher reflection to monitor implementation and adjust professional learning in response to identified instructional needs.

Staff recruitment and retention are addressed through campus and district human-resources processes. Campus practices include identifying projected staffing needs, gathering information regarding staff intent to return, strengthening interview processes, involving stakeholders in candidate selection, and recruiting candidates to fill anticipated vacancies. Staffing, retention, teacher attendance, certification, and instructional-needs data will continue to be reviewed to support effective staffing decisions.

Campus instructional support includes collaborative planning, coaching, classroom observations, intervention systems, and the use of student performance data to inform instruction. During 2026–27, the campus will strengthen connections among **T-TESS evidence, walkthrough and observation data, PLT implementation, professional learning, and student outcome data** so that coaching and instructional support respond to identified needs. Implementation will be monitored through classroom evidence, collaborative planning, student work, assessment results, and other instructional indicators.

Nimitz also maintains campus and district systems designed to support student safety and behavioral needs. Required processes include bullying prevention, crisis intervention and training, discipline and conflict management, school safety and security procedures, and the Texas Behavior Support Initiative. These systems provide a framework for preventing and responding to concerns that may affect student safety and well-being. Spring 2026 perception data indicate an opportunity for continued attention in this area. **School Safety received 54% favorable responses from 1,191 students**, approximately the 30th national percentile, while **44% of 68 family respondents** responded favorably regarding School Safety, approximately the 10th percentile. Because these results reflect perceptions, the campus will consider them alongside discipline, behavioral, safety, and other campus data when identifying needs and monitoring improvement.

Student support systems include academic interventions and programming designed to reduce barriers to academic progress and graduation. The campus provides opportunities for intervention during the school day and uses student performance information to identify areas in which additional academic support may be needed. **State Compensatory Education resources support supplemental services for students identified as at risk, including an Academic Specialist and Parent Liaison, as well as tutoring, credit recovery, extended learning opportunities, and supplemental instructional resources.** Implementation and student progress will be monitored to determine the effectiveness of these supports.

Nimitz offers a broad range of programs supporting students' academic, extracurricular, and postsecondary pathways. Academic opportunities include Advanced Placement, AVID, Dual Credit, Special Education, and Deaf Education, while Career and Technical Education pathways provide students with opportunities across multiple career fields. The campus also houses **South Irving Collegiate at Nimitz**, a P-TECH program providing an additional college and career pathway. Current instructional data identify

186 students with a P-TECH indicator, representing approximately 8.6% of current enrollment.

College, career, and military readiness processes include counseling, pathway planning, CTE programming, P-TECH, college-credit opportunities, industry certification opportunities, and targeted college-readiness supports. Campus personnel collaborate to monitor students' progress toward college, career, and military readiness requirements and provide additional support based on identified student needs.

Student transition processes address key entry and exit points, including the transition from middle school into grade 9, movement into advanced academic or career pathways, support for students entering Nimitz after the beginning of the school year, and transition from high school into college, career, or military opportunities. Current enrollment data show that **92% of current students were enrolled by the first day of 2026–27**, compared with 83.0% in 2025–26. This provides the campus an opportunity to establish academic expectations, relationships, attendance routines, and support systems with a larger proportion of students beginning at the start of the school year.

Graduation and Credit Recovery Supports: Nimitz High School monitors student academic progress and credit accumulation to support students in remaining on track for graduation. **Credit recovery courses are offered during the regular school day for students who need to recover credits toward graduation.** These opportunities provide students with additional pathways to complete graduation requirements while remaining connected to the regular school-day instructional program. Student progress is monitored to identify students who may need additional academic support.

Strengths

- **Established Professional Learning Team (PLT) structure:** Nimitz utilizes **27 Professional Learning Teams**, facilitated by professional learning leads and campus instructional leaders. PLTs focus on identifying essential learning, analyzing evidence of student learning, and determining interventions and extensions based on student needs.
- **Ongoing professional learning and teacher support:** Faculty meetings incorporate professional development focused on **student achievement, instructional practices, and classroom pedagogy**. Teachers also have opportunities to lead professional learning for colleagues. The **New2Nimitz** program provides new teachers with professional development, instructional coaching, mentoring, and campus support.
- **Broad academic programming:** Students have access to multiple instructional programs, including **Advanced Placement, Dual Credit, AVID, Deaf Education, Special Education, and Gifted and Talented services**, providing opportunities to address varied student needs and levels of academic readiness.
- **Extensive CTE and career pathways:** Nimitz provides a wide range of Career and Technical Education opportunities, including **Agriculture Sciences, Automotive Technology, Business/Marketing/Finance, Cosmetology, Culinary/ Hospitality, Education/Coaching, Human Services, JROTC, Veterinary Services, and Arts/AV/Technology/ Communications**.
- **College and career readiness opportunities:** Students have access to **Dual Credit, Advanced Placement, AVID, CTE pathways, and South Irving Collegiate at Nimitz**, the district's first P-TECH campus, supporting multiple pathways toward postsecondary readiness and credentials.
- **Strong CCMR outcomes:** The most recent Domain III planning data show **97% CCMR for All Students, 97% for Hispanic students, 92% for African American students, and 97% for the High Focus group**, demonstrating strong outcomes from the campus's college and career readiness programming.
- **Intervention opportunities embedded within the instructional schedule:** During the 2025–26 school year, Nimitz utilized a **C Day schedule in which students attended all eight classes** rather than a separate Viking Time intervention period. Within this structure, the campus emphasized **Tier 2 and Tier 3 gap-filling interventions** to provide targeted support for students based on identified academic needs and learning gaps.
- **Technology access:** Nimitz provides students with access to **Chromebooks**, supporting technology integration and student access to digital instructional resources.
- **Extensive extracurricular and student engagement opportunities:** Students can participate in numerous academic organizations, leadership programs, athletics, and fine arts, including **Academic Decathlon, BPA, DECA, FCCLA, FFA, National Honor Society, SkillsUSA, STEM, Student Council, band, choir, orchestra, theatre, dance, and multiple athletic programs**.
- **Established culture of academic excellence:** Nimitz's **Academic Decathlon** program has a long record of regional and state-level success, providing students with opportunities for rigorous academic competition and enrichment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	During the 2025-26 school year, Tier 1 instruction was not consistently implemented across classrooms.	Campus walkthrough, coaching, and feedback processes did not consistently monitor and reinforce agreed-upon Tier 1 instructional practices across classrooms and content areas
2	During the 2025-26 school year, Nimitz implemented a C Day schedule in which students attended all eight classes and Tier 2 and Tier 3 gap-filling interventions were provided within the instructional schedule. Implementation of these interventions was inconsistent across classrooms and content areas.	The campus did not have a consistently implemented process for identifying specific student skill gaps, providing aligned Tier 2 and Tier 3 interventions, and monitoring student response to those interventions.
3 ★	During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.	Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.
4 ★	Campus attendance systems have not yet reduced chronic absenteeism to the desired level, with 25.4% of students identified as chronically absent, limiting consistent student access to instruction.	Attendance interventions need to be more individualized and responsive to the specific barriers contributing to student absences, with consistent follow-up involving students, families, counselors, administrators, and other campus support personnel.

★ = Priority

Perceptions

Summary

Nimitz High School works to maintain communication and engagement with students, staff, families, and community stakeholders. During the 2025–26 school year, the campus used multiple communication methods to keep families informed, including **Parent Messenger, TalkingPoints, recorded phone messages, email, text messaging, and social media platforms**. These systems supported communication regarding campus information, student updates, school activities, and community events. The campus also maintained a focus on parent and community engagement through recurring events, parent education opportunities, and programs such as **All Pro Dads**.

The **Spring 2026 Panorama Student Success Survey** provides updated evidence regarding stakeholder perceptions of the campus learning environment. Student participation was substantial, with approximately **1,191–1,193 responses** across the reported student topics. Student results indicate opportunities to strengthen several dimensions of campus culture and climate. **School Safety was 54% favorable, around the 30th national percentile; Rigorous Expectations was 49%, below the 10th percentile; Valuing of School was 42%, around the 10th percentile; and School Climate was 32%, around the 10th percentile.** These results suggest that students' perceptions of the overall school environment, the value and relevance of school, academic expectations, and safety should remain areas of focused analysis during the 2026–27 school year.

Family survey results present both strengths and areas for improvement. Among approximately **67–69 family respondents**, **Family School Attendance was 78% favorable** and **School-Family Communication was 74%**, indicating comparatively positive perceptions regarding attendance-related support and communication. **Family Efficacy was 64% (around the 20th percentile)** and **Staff-Family Relationships was 61%**. However, **School Fit was 57% (around the 20th percentile), School Climate was 53% (around the 10th percentile), School Safety was 44% (around the 10th percentile), and Family Engagement was 14% (around the 30th percentile)**. Because the family sample is relatively small compared with total campus enrollment, these findings should be interpreted as important stakeholder perception evidence and supplemented with participation records, event sign-in sheets, communication data, and additional family feedback.

Staff perceptions also vary by respondent group. Among **26 teacher respondents**, **Feedback and Coaching was 56% favorable, around the 60th percentile**, while **Staff-Leadership Relationships was 61% (around the 20th percentile), Well-being was 58% (around the 20th percentile), Professional Learning was 48% (around the 30th percentile), School Leadership was 48% (around the 20th percentile), and Evaluation was 47% (around the 30th percentile)**. Teacher perceptions of **Student Behavior were 31% favorable**, identifying an additional area for campus review.

The **11 school-staff respondents** reported more favorable perceptions in several organizational areas, including **Staff-Leadership Relationships at 73% (around the 60th percentile), Feedback and Coaching at 68% (around the 90th percentile), Professional Learning at 67% (around the 90th percentile), School Leadership at 67% (around the 60th percentile), Well-being at 64% (around the 30th percentile), and Evaluation at 63% (around the 80th percentile)**
. The differences between teacher and school-staff results warrant further stakeholder discussion but should not, by themselves, be interpreted as evidence of a specific root cause.

Nimitz continues to promote a shared campus identity through its **"ALL N"** culture and emphasis on student success and social-emotional well-being. Existing communication systems, family programming, and comparatively stronger survey results in areas such as family communication and staff feedback/coaching provide a foundation for improvement. At the same time, the Spring 2026 Panorama data indicate that **student school climate, valuing of school, rigorous expectations, school safety, family engagement, teacher perceptions of student behavior, and selected staff leadership/well-being indicators** require continued analysis and intentional improvement efforts. These perception results should be triangulated with attendance, behavior, academic, engagement, and stakeholder-feedback data before causal conclusions or root causes are established.

Strengths

- **Established family communication systems:** Nimitz uses multiple communication methods, including **Parent Messenger, TalkingPoints, recorded phone messages, email, text messaging, and social media**, providing multiple avenues for families to receive campus and student information.
- **Positive family perceptions of communication: 74% of 69 family respondents** reported favorably regarding **School-**

Family Communication, providing evidence that communication is a relative strength within the family survey results. **Family School Attendance was also 78% favorable** among 67 respondents.

- **Established parent and community engagement opportunities:** The campus has provided parent/community events and educational opportunities addressing topics such as **drug awareness, financial aid, tax support, and accessing district systems to monitor student progress**, while continuing programs such as **All Pro Dads**.
- **Feedback and coaching is a relative staff strength: 56% of 26 teacher respondents** rated Feedback and Coaching favorably, placing the result around the **60th national percentile**. Among the smaller school-staff sample of 11 respondents, Feedback and Coaching was **68%, around the 90th percentile**.
- **Positive professional-learning perceptions among school-staff respondents:** The 11 school-staff respondents rated **Professional Learning at 67%, around the 90th percentile**, and **Evaluation at 63%, around the 80th percentile**. These results are encouraging, although the small respondent count requires cautious interpretation.
- **Existing foundation for family-school relationships: Staff-Family Relationships was 61% favorable** among 68 family respondents, providing a foundation on which the campus can build stronger family efficacy, engagement, school fit, safety, and climate perceptions.
- **Shared campus identity:** Nimitz maintains its **"ALL N"** identity and a mission focused on helping all students find their personal paths while closing academic gaps and supporting social and emotional well-being.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students report low perceptions of the overall school environment. In the Spring 2026 Panorama survey, School Climate was 32% favorable (around the 10th national percentile) and Valuing of School was 42% favorable (around the 10th percentile) among approximately 1,192-1,193 student respondents.	Students may have limited meaningful opportunities to provide input and exercise voice in decisions that affect their school experience, contributing to a reduced sense of ownership and connection to the campus.
2 ★	Students do not consistently perceive the campus learning environment as academically rigorous. Only 49% of 1,191 student respondents rated Rigorous Expectations favorably, a result below the 10th national percentile.	Expectations for rigorous, grade-level learning may not be communicated and reinforced consistently across classrooms, resulting in different student experiences with academic challenge.
3	Students and families report concerns regarding perceptions of school safety. Student School Safety was 54% favorable (around the 30th percentile) among 1,191 respondents, while family School Safety was 44% favorable (around the 10th percentile) among 68 respondents.	Campus systems and practices related to student safety, behavior expectations, supervision, prevention, and response may not be implemented or experienced consistently enough for students and families to feel safe across school settings.
4 ★	Family engagement remains an area for improvement despite established campus communication systems and engagement opportunities. Spring 2026 Panorama results show Family Engagement at 14% favorable (around the 30th percentile) among 68 respondents, while School-Family Communication was substantially higher at 74% favorable among 69 respondents.	Campus engagement opportunities were not consistently designed around families' identified needs, interests, schedules, and barriers to participation, limiting meaningful two-way involvement beyond receiving school communications.
5	Among teacher respondents, Student Behavior was 31% favorable, while School Leadership, Staff-Leadership Relationships, and Well-being also showed areas of concern.	Structures for teacher input, leadership communication, follow-through, and staff support may not consistently provide teachers with the sense of efficacy and organizational support needed to address challenging student and classroom conditions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus serves a large population of students requiring differentiated academic and support services. Current 2026-27 program data identify substantial participation in EB/ESL and at-risk classifications, creating a continued need for systems that provide equitable access to appropriate academic, linguistic, behavioral, and intervention supports.	Differentiated instructional and intervention practices are not implemented consistently across classrooms to address the academic and linguistic needs of students requiring additional supports.
2 ★	Nimitz High School students are not demonstrating sufficient achievement in mathematics. In 2026, only 27% of students achieved Meets Grade Level or above in Mathematics, and only 23% achieved Meets or above on Algebra I.	Students enrolled in on-level mathematics courses often enter with significant prerequisite skill gaps. Instructional time is therefore heavily focused on closing foundational gaps and moving students toward grade-level proficiency, limiting the time and instructional emphasis available to accelerate students from Approaches to Meets and Masters.
3 ★	In 2026, 42% of students achieved Meets or above in ELA/Reading, including 36% in English I, indicating a continued need to increase the percentage of students demonstrating grade-level proficiency and beyond.	Students entering on-level RLA courses demonstrate varying levels of unfinished prerequisite learning. Teachers prioritize intervention and remediation to address these gaps; as a result, systematic extension from Approaches-level performance to Meets and Masters has not been a consistent instructional focus.
4 ★	Students report low perceptions of the overall school environment. In the Spring 2026 Panorama survey, School Climate was 32% favorable (around the 10th national percentile) and Valuing of School was 42% favorable (around the 10th percentile) among approximately 1,192-1,193 student respondents.	Students may have limited meaningful opportunities to provide input and exercise voice in decisions that affect their school experience, contributing to a reduced sense of ownership and connection to the campus.
5 ★	Students do not consistently perceive the campus learning environment as academically rigorous. Only 49% of 1,191 student respondents rated Rigorous Expectations favorably, a result below the 10th national percentile.	Expectations for rigorous, grade-level learning may not be communicated and reinforced consistently across classrooms, resulting in different student experiences with academic challenge.

6

Family engagement remains an area for improvement despite established campus communication systems and engagement opportunities. Spring 2026 Panorama results show Family Engagement at 14% favorable (around the 30th percentile) among 68 respondents, while School-Family Communication was substantially higher at 74% favorable among 69 respondents.

Campus engagement opportunities were not consistently designed around families' identified needs, interests, schedules, and barriers to participation, limiting meaningful two-way involvement beyond receiving school communications.

7

During the 2025-26 school year, only 22% of Nimitz High School students met TSI college-readiness criteria in both Mathematics and RLA, indicating a continued need to increase the percentage of students demonstrating college readiness across both areas.

Students have not consistently received systematic, targeted TSI preparation and intervention aligned to their individual readiness needs in ELA/Reading and Mathematics prior to TSIA2 testing opportunities.

8

In 2025-26, 46% of English I testers and 39% of English II testers earned zero points on the STAAR EOC Extended Constructed Response, indicating a significant gap in students' ability to analyze text, develop a written response, and support their ideas with relevant textual evidence.

Students need more frequent, specific, and actionable feedback on their writing, as well as explicit instruction and guided practice in developing and organizing ideas to produce coherent, well-supported extended constructed responses.

9

During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.

Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

10

Campus attendance systems have not yet reduced chronic absenteeism to the desired level, with 25.4% of students identified as chronically absent, limiting consistent student access to instruction.

Attendance interventions need to be more individualized and responsive to the specific barriers contributing to student absences, with consistent follow-up involving students, families, counselors, administrators, and other campus support personnel.

11

During the 2025-26 school year, Tier 1 instruction was not consistently implemented across classrooms.

Campus walkthrough, coaching, and feedback processes did not consistently monitor and reinforce agreed-upon Tier 1 instructional practices across classrooms and content areas

12 ★

During the 2025-26 school year, Nimitz recorded 705 suspensions involving 328 distinct students. African American students represented 4.3% of enrollment but 7.4% of total suspensions, indicating a disciplinary disproportionality that warrants continued monitoring and targeted intervention.

Campus discipline data indicate a need for more consistent implementation and monitoring of preventive behavior supports, alternatives to exclusionary discipline, and early intervention for students demonstrating repeated behavioral concerns.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

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

- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of students who score at Meets or above on EOC English (I and II combined) from 42% to 47% by May 2027.

Increase the percentage of Hispanic students who score at Meets or above from 40% to 47% by May 2027.

Evaluation Data Source: STAAR EOC English I and English II results; district interim/common assessment data; and disaggregated student-group performance data, with specific monitoring of Hispanic students.

Strategy 1 ☑ Results Driven Accountability

English I and English II teachers will implement a consistent lesson internalization process during PLTs to ensure rigorous, TEKS-aligned Tier I instruction. Teachers will internalize lessons by identifying the TEKS-aligned objective and Demonstration of Learning (DOL); anticipating misconceptions; planning differentiation and scaffolds; identifying checks for understanding; and intentionally selecting instructional and engagement strategies such as Think-Pair-Share, Stop-and-Jot, Time-Voice-Body, active monitoring, and purposeful annotation.

Lessons will provide students with structured speaking opportunities and specific writing tasks aligned to the TEKS and STAAR EOC, with emphasis on understanding and answering the prompt, developing a clear response, selecting relevant textual evidence, and explaining thinking through written and academic discourse. Teachers will use checks for understanding, active monitoring, DOLs, and student work to provide feedback, address misconceptions, adjust instruction, and identify students needing reteaching or additional scaffolds.

Campus administrators and instructional leaders will monitor implementation through PLT/internalization artifacts, classroom walkthroughs, student work, DOL/common assessment data, and interim assessment results, with particular attention to progress toward increasing English I/II Meets performance for all students and Hispanic students.

Strategy's Expected Result/Impact: By May 2027, consistent implementation of the lesson internalization process and aligned Tier I instructional practices will contribute to an increase in students scoring at Meets Grade Level or above on English I and English II EOCs from 42% to 47% overall and from 40% to 47% for Hispanic students. Progress will also be demonstrated through increased mastery on DOLs, common assessments, constructed/written responses, and interim assessments.

Staff Responsible for Monitoring: Assistant Principal over RLA

Problem Statements: Demographics 4 - Student Learning 2

Funding Sources: Training Materials 199 - General Funds, $250

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Common Short Constructed Responses Using Claim-Evidence-Reasoning (CER)

English I and English II PLTs will develop and implement common Short Constructed Response (SCR) assessments using the Claim-Evidence-Reasoning (CER) framework to strengthen students' ability to comprehend complex texts and communicate their understanding through evidence-based writing.

In addition to the Extended Constructed Response (ECR) tasks embedded within district curriculum units, PLTs will collaboratively create common SCRs aligned to the TEKS, lesson objective, and assigned reading. Students will routinely respond to text by developing a Claim, selecting relevant textual Evidence, and providing Reasoning that explains how the evidence supports the claim.

PLTs will establish common expectations for administering and evaluating the SCRs and will collaboratively analyze student responses to identify trends in comprehension, quality of claims, selection of textual evidence, and written reasoning. Results will be used to determine reteaching, differentiation, scaffolds, and targeted support, with particular attention to students not yet demonstrating Meets-level performance.

Campus administrators and instructional leaders will monitor implementation and impact through PLT artifacts, common SCR assessment results, student writing samples, walkthroughs, common assessment data, and interim assessment performance.

Strategy's Expected Result/Impact: Consistent implementation of PLT-created common Short Constructed Responses (SCRs) using the CER framework will increase students' ability to interpret a writing prompt, formulate a claim, select relevant textual evidence, and explain their reasoning in a complete written response. During the 2025-26 school year, 46% of English I students and 39% of English II students did not answer the essay prompt and received a zero. Through routine practice with common evidence-based writing tasks, feedback, and PLT analysis of student responses, the campus will reduce the percentage of students receiving a zero for not responding to the essay prompt while increasing the percentage of students producing complete, evidence-based written responses. This improvement will support progress toward the campus goal of 47% Meets Grade Level or above in English I and English II by May 2027.

Reduce the percentage of students receiving a zero for not responding to an ECR from 46% to 25% in English I and from 39% to 25% in English II by May 2027.

Staff Responsible for Monitoring: Assistant Principal over RLA

Problem Statements: Student Learning 6

Funding Sources: Training Materials 199 - General Funds, $250

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	The campus serves a large population of students requiring differentiated academic and support services. Current 2026-27 program data identify substantial participation in EB/ESL and at-risk classifications, creating a continued need for systems that provide equitable access to appropriate academic, linguistic, behavioral, and intervention supports.	Differentiated instructional and intervention practices are not implemented consistently across classrooms to address the academic and linguistic needs of students requiring additional supports.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In 2026, 42% of students achieved Meets or above in ELA/Reading, including 36% in English I, indicating a continued need to increase the percentage of students demonstrating grade-level proficiency and beyond.	Students entering on-level RLA courses demonstrate varying levels of unfinished prerequisite learning. Teachers prioritize intervention and remediation to address these gaps; as a result, systematic extension from Approaches-level performance to Meets and Masters has not been a consistent instructional focus.
6	In 2025-26, 46% of English I testers and 39% of English II testers earned zero points on the STAAR EOC Extended Constructed Response, indicating a significant gap in students' ability to analyze text, develop a written response, and support their ideas with relevant textual evidence.	Students need more frequent, specific, and actionable feedback on their writing, as well as explicit instruction and guided practice in developing and organizing ideas to produce coherent, well-supported extended constructed responses.

Performance Objective 2 ☑ High Priority

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 50% to 65% by May 2027.

Increase the percentage of Hispanic students who meet MAP growth from 49% to 65% by May 2027.

Evaluation Data Source: MAP Assessments at BOY, MOY and EOY

Strategy 1

English I, English II, English III, and English IV teachers will implement MAP Growth goal-setting and individual student data talks to increase student ownership, engagement, and effort on Middle-of-Year (MOY) and End-of-Year (EOY) MAP Growth Reading assessments. Teachers will review MAP Growth data with students, establish individual projected growth goals, and provide opportunities for students to monitor and reflect on their progress throughout the school year.

English I-IV teachers and PLTs will use MAP Growth results and student data talks to identify students who are not on track to meet projected growth and determine appropriate instructional supports before the next assessment administration.

Strategy's Expected Result/Impact: Student goal setting, individual data talks, progress monitoring, and recognition for meeting MAP Growth goals will increase student ownership and engagement in the MAP assessment process and contribute to an increase in the percentage of students meeting or exceeding projected MAP Growth Reading from 50% to 65% for all students and from 49% to 65% for Hispanic students by May 2027.

Staff Responsible for Monitoring: Assistant Principal over RLA

Problem Statements: Student Learning 2

Funding Sources: Supplies and Materials 199 - General Funds, $2,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

To encourage students to demonstrate their best effort and meet their individual growth goals, Nimitz High School will implement campus incentives tied to MAP Growth Reading performance. Students who meet or exceed their individual growth goal on the MOY MAP Growth Reading assessment will earn a concession-stand incentive/treat, and students who meet or exceed their individual growth goal on the EOY MAP Growth Reading assessment will be eligible to participate in a campus field-day celebration.

Strategy's Expected Result/Impact: Student goal setting, individual data talks, progress monitoring, and recognition for meeting MAP Growth goals will increase student ownership and engagement in the MAP assessment process and contribute to an increase in the percentage of students meeting or exceeding projected MAP Growth Reading from 50% to 65% for all students and from 49% to 65% for Hispanic students by May 2027.

Staff Responsible for Monitoring: Assistant Principal over RLA

Problem Statements: Student Learning 2 - Perceptions 2

Funding Sources: Supplies and Materials 199 - General Funds, $3,000

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In 2026, 42% of students achieved Meets or above in ELA/Reading, including 36% in English I, indicating a continued need to increase the percentage of students demonstrating grade-level proficiency and beyond.	Students entering on-level RLA courses demonstrate varying levels of unfinished prerequisite learning. Teachers prioritize intervention and remediation to address these gaps; as a result, systematic extension from Approaches-level performance to Meets and Masters has not been a consistent instructional focus.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students do not consistently perceive the campus learning environment as academically rigorous. Only 49% of 1,191 student respondents rated Rigorous Expectations favorably, a result below the 10th national percentile.	Expectations for rigorous, grade-level learning may not be communicated and reinforced consistently across classrooms, resulting in different student experiences with academic challenge.

Performance Objective 3 ☑ High Priority

Increase the percentage of students achieving Meets Grade Level or above on the Algebra I EOC from 23% to 40% by May 2027.

Increase the percentage of African American students achieving Meets Grade Level or above on the Algebra I EOC from 22% to 30% by May 2027.

Evaluation Data Source: STAAR Algebra I/ODS will serve as the primary outcome measure. District and campus common assessments, formative assessments, student work, and other progress-monitoring data will be used throughout the year to monitor progress and inform instructional adjustments.

Strategy 1 ☑ Results Driven Accountability

Implement targeted and tiered student rotations following each DCA or summative assessment and during designated C-days. Algebra I teachers will use assessment data to regroup students

according to demonstrated skill and TEKS needs and provide differentiated reteach, intervention, practice, or extension based on student performance.

Strategy's Expected Result/Impact: Frequent regrouping based on current assessment evidence will provide students with timely, targeted instruction addressing specific Algebra I skill gaps and opportunities for extension. The strategy will increase the percentage of students demonstrating mastery and support progress toward the campus Algebra I Meets goals, with intentional monitoring of African American student performance to determine whether identified achievement gaps are closing.

Staff Responsible for Monitoring: Associate Principal of Nimitz High School

Problem Statements: Student Learning 1

Funding Sources: Supplies and Materials 199 - General Funds, $1,000, Tutoring 199 - General Funds: SCE, $15,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Implement the Voyage to Victory: 2026-27 Instructional Learning Journey, a yearlong campuswide professional learning, learning walk, and coaching cycle designed to strengthen consistent implementation of high-quality Tier I instruction. Professional learning will progress from lesson internalization and clarity of learning to student academic communication, rigor, differentiation, checks for understanding, instructional response, and student ownership. Teachers and campus leaders will participate in aligned learning walks, coaching cycles, lesson internalization checks, and evidence-based reflection throughout the school year.

Strategy's Expected Result/Impact: Consistent implementation of the Voyage to Victory instructional learning cycle will strengthen teachers' ability to plan and internalize rigorous grade-level instruction, communicate clear learning expectations, increase meaningful student academic discourse and written output, differentiate without lowering rigor, and use checks for understanding to monitor and adjust instruction. Walkthrough evidence, student work, assessment results, coaching trends, and teacher reflection will be reviewed throughout the year to determine changes in instructional practice and their relationship to student learning. Successful implementation is expected to increase the consistency and effectiveness of Tier I instruction and contribute to improved student achievement and growth across content areas.

Staff Responsible for Monitoring: Principal of Nimitz High School

Problem Statements: School Processes & Programs 1

Funding Sources: Supplies 199 - General Funds: SCE, $800, Training Materials 199 - General Funds: SCE, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Nimitz High School students are not demonstrating sufficient achievement in mathematics. In 2026, only 27% of students achieved Meets Grade Level or above in Mathematics, and only 23% achieved Meets or above on Algebra I.	Students enrolled in on-level mathematics courses often enter with significant prerequisite skill gaps. Instructional time is therefore heavily focused on closing foundational gaps and moving students toward grade-level proficiency, limiting the time and instructional emphasis available to accelerate students from Approaches to Meets and Masters.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2025-26 school year, Tier 1 instruction was not consistently implemented across classrooms.	Campus walkthrough, coaching, and feedback processes did not consistently monitor and reinforce agreed-upon Tier 1 instructional practices across classrooms and content areas

Performance Objective 4 ☑ High Priority

Increase the percentage of students who meet or exceed projected growth on MAP Growth Mathematics from 43% to 60% by May 2027.

Increase the percentage of Hispanic students who meet or exceed projected MAP Math growth from 42% to 60% by May 2027.

Evaluation Data Source: MAP Assessments at BOY, MOY and EOY

Strategy 1

Strengthen Algebra I Tier I instruction by extending instruction beyond identified essential standards to intentionally address supporting standards that have received limited instructional emphasis, adding depth of practive with DOK 2 and 3 type questions. The Algebra I PLC will internalize and adjust lessons at least two weeks prior to delivery, rehearse high-leverage lessons collaboratively, and clarify what students must know and demonstrate to achieve mastery.

Strategy's Expected Result/Impact: Increased instructional emphasis on both essential and supporting Algebra I standards will strengthen students' depth of understanding and readiness across the assessed curriculum. Collaborative lesson internalization, rehearsal, and adjustment based on student need will support increased performance at Meets Grade Level or Above, including improved outcomes for African American students.

Staff Responsible for Monitoring: Associate Principal of Nimitz High School

Problem Statements: Student Learning 1

Funding Sources: Supplies and Materials 199 - General Funds, $500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Nimitz High School students are not demonstrating sufficient achievement in mathematics. In 2026, only 27% of students achieved Meets Grade Level or above in Mathematics, and only 23% achieved Meets or above on Algebra I.	Students enrolled in on-level mathematics courses often enter with significant prerequisite skill gaps. Instructional time is therefore heavily focused on closing foundational gaps and moving students toward grade-level proficiency, limiting the time and instructional emphasis available to accelerate students from Approaches to Meets and Masters.

Performance Objective 5 ☑ High Priority

Increase the percentage of students who score at Meets Grade Level or above on the Biology EOC from 56% to 65% by May 2027.

Evaluation Data Source: STAAR Biology/ODS will serve as the primary outcome measure. District and campus common assessments, formative assessments, student work, and other progress-monitoring data will be used throughout the year to monitor progress and inform instructional adjustments.

Strategy 1 ☑ Results Driven Accountability

Biology teachers and PLTs will implement a shared data-tracking and progress-monitoring system to increase teacher, team, and student ownership of progress toward Meets Grade Level performance. Following each campus or district common assessment, Biology PLTs will analyze

results by student, teacher, TEKS, reporting category, and student group to identify strengths, misconceptions, and standards requiring reteaching or additional intervention.

The Biology PLT will establish 60% correct on common assessments as the campus instructional benchmark for being on track toward Meets-level performance. Teachers will maintain individual classroom data trackers and participate in PLT data reviews to monitor the percentage of students meeting or exceeding the 60% benchmark and to develop instructional responses for students who are not yet on track.

Students will maintain individual data trackers and participate in regular data talks to identify their current performance, set goals, monitor progress toward the 60% common-assessment benchmark, identify TEKS requiring additional support, and reflect on their growth. Teachers will provide opportunities for reteaching, reassessment, intervention, and enrichment based on common-assessment results.

Campus administrators and instructional leaders will monitor implementation and progress through PLT data trackers, teacher data trackers, student data trackers, common-assessment results, student data-talk artifacts, walkthroughs, benchmarks, and Biology EOC results.

Strategy's Expected Result/Impact: Through consistent team, teacher, and student data tracking, the percentage of students demonstrating 60% or higher on Biology common assessments will increase throughout the school year, providing an ongoing indicator of progress toward Meets-level performance. PLTs and teachers will use assessment data to respond to identified TEKS and student needs, while students will demonstrate increased ownership of their individual academic progress. These actions will contribute to increasing the percentage of students scoring at Meets Grade Level or above on the Biology EOC from 56% to 65% by May 2027.

Staff Responsible for Monitoring: Assistant Principal over Biology PLT

Problem Statements: Demographics 4 - Perceptions 2

Funding Sources: Supplies and Materials 199 - General Funds, $500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

Biology teachers will implement a consistent lesson internalization process during PLTs to ensure rigorous, TEKS-aligned Tier I instruction with an emphasis on student speaking and writing in every lesson. During internalization, teachers will collaboratively identify the TEKS-aligned objective, Demonstration of Learning (DOL), anticipated misconceptions, differentiation and scaffolds, checks for understanding, and instructional strategies needed for students to demonstrate mastery.

As a component of every internalized lesson, teachers will intentionally plan structured academic speaking and evidence-based writing opportunities that require students to explain Biology concepts, use content-specific academic vocabulary, support responses with evidence, and communicate their scientific reasoning. Strategies may include Think-Pair-Share, Stop-and-Jot, Time-Voice-Body, purposeful annotation, structured academic discourse, and written responses to content-based prompts.

Teachers will use active monitoring, checks for understanding, student speaking and writing, DOLs, and student work to identify misconceptions in real time and adjust questioning, scaffolds, differentiation, reteaching, and intervention. Biology PLTs will review student work and common assessment data to determine the effectiveness of instructional practices and make adjustments based on student needs.

Strategy's Expected Result/Impact: Consistent lesson internalization with speaking and writing embedded in every Biology lesson will increase students' ability to explain scientific concepts, use academic vocabulary, support conclusions with evidence, and demonstrate understanding of Biology TEKS. Increased opportunities for students to process content through academic discourse and writing will contribute to 60% of students meeting or exceeding projected growth on MAP Growth Biology and 65% achieving Meets Grade Level or above on the Biology EOC by May 2027.

Staff Responsible for Monitoring: Assistant Principal over Biology PLT

Problem Statements: Demographics 4 - Perceptions 2

Funding Sources: Training Materials 199 - General Funds, $500

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	The campus serves a large population of students requiring differentiated academic and support services. Current 2026-27 program data identify substantial participation in EB/ESL and at-risk classifications, creating a continued need for systems that provide equitable access to appropriate academic, linguistic, behavioral, and intervention supports.	Differentiated instructional and intervention practices are not implemented consistently across classrooms to address the academic and linguistic needs of students requiring additional supports.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students do not consistently perceive the campus learning environment as academically rigorous. Only 49% of 1,191 student respondents rated Rigorous Expectations favorably, a result below the 10th national percentile.	Expectations for rigorous, grade-level learning may not be communicated and reinforced consistently across classrooms, resulting in different student experiences with academic challenge.

Performance Objective 6

Increase the percentage of students who meet or exceed projected growth on MAP Growth Biology to 60% by May 2027.

Evaluation Data Source: MAP Assessments at BOY, MOY and EOY

Strategy 1

Biology teachers will utilize MAP Growth Biology data and Progress Learning to provide targeted intervention designed to close individual student learning gaps and accelerate academic growth. Following MAP Growth and common assessment data analysis, Biology PLTs will identify priority standards and student-specific areas of need.

Based on identified needs, teachers will assign students a minimum of two targeted Progress Learning practice activities and associated instructional videos aligned to the focus standards. Teachers and PLTs will monitor student completion and performance to determine mastery, provide additional reteaching and intervention, and adjust assignments based on student progress.

Progress Learning data, common assessments, and MAP Growth results will be reviewed throughout the year to determine whether students are making progress toward their individual MAP projected growth goals and to identify students requiring additional support.

Strategy's Expected Result/Impact: Targeted intervention based on MAP Growth and Progress Learning data will close identified Biology learning gaps and increase the percentage of students who meet or exceed their individual projected growth goals on MAP Growth Biology to 60% by May 2027. Progress will be monitored through MAP Growth results, Progress Learning performance and completion data, common assessments, and evidence of mastery of identified focus standards.

Staff Responsible for Monitoring: Assistant Principal over Biology PLT

Problem Statements: Perceptions 2

Funding Sources: Progress Learning 199 - General Funds, $3,000

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students do not consistently perceive the campus learning environment as academically rigorous. Only 49% of 1,191 student respondents rated Rigorous Expectations favorably, a result below the 10th national percentile.	Expectations for rigorous, grade-level learning may not be communicated and reinforced consistently across classrooms, resulting in different student experiences with academic challenge.

Performance Objective 7

Increase the percentage of students attaining Texas Success Initiative college-readiness attainment (TSI) from 22% to 50% by May 2027.

Evaluation Data Source: On Data Suite and TSIA2 Results

Strategy 1

Implement a structured TSI Preparation and Testing Cycle that prioritizes identified students for targeted, same-day preparation and testing. Students will participate in a focused morning instructional bootcamp addressing high-leverage TSI skills, test-taking strategies, and identified areas of need. Following the instructional session, students will be provided lunch and transition directly into a designated afternoon TSI testing session. This structure will create protected time for preparation and testing while reducing barriers between intervention and assessment.

Strategy's Expected Result/Impact: TSI/CCMR staff will identify and prioritize students who are near TSI attainment; schedule recurring TSI Bootcamp + Testing Days; provide targeted morning instruction based on student skill deficits; provide lunch to participating students; administer the appropriate TSI assessment during the afternoon testing block; and review results after each administration to identify students needing additional intervention and retesting.

Staff Responsible for Monitoring: Associate Principal over Collegiate Academy

Problem Statements: Student Learning 5

Funding Sources: Supplies 199 - General Funds: SCE, $1,529, Saturday School Tutorials and Testing 199 - General Funds: SCE, $10,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Implement consistent, daily TSIA2 skill-building opportunities in Math and RLA courses through targeted instructional minutes embedded within regular classroom instruction. Campus academic specialists will develop and provide teachers with brief, standards-aligned practice activities focused on high-leverage TSIA2 skills, including grammar and language conventions in RLA and targeted mathematics skills. Activities will build progressively throughout the year and incorporate TSIA2-style questions and test-preparation strategies to increase student familiarity, accuracy, and readiness for TSI testing.

Strategy's Expected Result/Impact: Academic specialists will create and distribute recurring Math and RLA TSI instructional activities; teachers will incorporate designated TSI-preparation minutes into classroom instruction; academic specialists and teachers will review student performance to adjust subsequent practice; and campus leadership will monitor implementation through lesson plans, instructional materials, walkthroughs, and student performance data.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 5

Funding Sources: Academic Specialist 199 - General Funds: SCE, $77,322

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	During the 2025-26 school year, only 22% of Nimitz High School students met TSI college-readiness criteria in both Mathematics and RLA, indicating a continued need to increase the percentage of students demonstrating college readiness across both areas.	Students have not consistently received systematic, targeted TSI preparation and intervention aligned to their individual readiness needs in ELA/Reading and Mathematics prior to TSIA2 testing opportunities.

Performance Objective 8 ☑ High Priority

Increase the percentage of students who increase their TELPAS composite score by 1 level from 28% to 36% by May 2027.

Evaluation Data Source: TELPAS

Strategy 1 ☑ Results Driven Accountability

Implement a campus wide expressive academic vocabulary and language-output initiative across all content areas to increase Emergent Bilingual students' opportunities to purposefully use academic language. Teachers will explicitly teach and reinforce content-specific and academic vocabulary and provide structured, daily opportunities for students to demonstrate language through speaking and writing. Instruction will emphasize moving students from receptive understanding of academic language to increasingly complex and independent oral and written expression aligned to TELPAS language proficiency expectations.

Strategy's Expected Result/Impact: Academic specialists and EB staff will provide teachers with common strategies and resources for explicit vocabulary instruction, structured academic conversations, sentence stems/frames, oral rehearsal, and written responses. Teachers across content areas will intentionally incorporate opportunities for students to speak, write, explain, justify, summarize, and use newly acquired academic vocabulary in context. Implementation will be monitored through lesson plans, walkthroughs, student work, speaking/writing samples, and PLT review of EB student progress.

Staff Responsible for Monitoring: Associate Principal of Nimitz HS

Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 3

Funding Sources: Training Materials 199 - General Funds, $500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.	Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.	Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	During the 2025-26 school year, only 28% of Emergent Bilingual students increased at least one proficiency level on their TELPAS composite rating, while 72% did not demonstrate a one-level increase, indicating that the majority of students are not making the expected annual progress in English language proficiency.	Emergent Bilingual students need more consistent opportunities to develop and apply academic language across content areas, along with targeted feedback and differentiated language supports based on their individual TELPAS proficiency levels.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 25.4% to 20% by May 2027.

Decrease the number and percentage of African American students who are chronically absent from 33.7% to 28% by May 2027.

Evaluation Data Source: Irving Cognos Reports, Attendance Committee Agendas, Campus Data tracker

Strategy 1 ☑ Results Driven Accountability

The Attendance Committee will meet weekly on Fridays at 1pm to discuss, attendance percentages, students needing conferences, students needing contracts, and any students that have missed 3 or more days consecutively.

Strategy's Expected Result/Impact: Through early identification, consistent intervention, and progress monitoring, Nimitz will decrease chronic absenteeism for all students from 25.4% to 20% and for African American students from 33.7% to 28% by May 2027. Increased intervention prior to students reaching chronic absenteeism status will improve student attendance and access to daily instruction.

Staff Responsible for Monitoring: Assistant Principal over attendance

Problem Statements: School Processes & Programs 4

Funding Sources: Attendance Incentives 199 - General Funds, $2,400

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Campus attendance systems have not yet reduced chronic absenteeism to the desired level, with 25.4% of students identified as chronically absent, limiting consistent student access to instruction.	Attendance interventions need to be more individualized and responsive to the specific barriers contributing to student absences, with consistent follow-up involving students, families, counselors, administrators, and other campus support personnel.

Performance Objective 2

Decrease the percentage of total campus suspensions attributed to African American students from 7.4% in 2025-26 to 4.0% by May 2027, while monitoring overall suspension frequency to ensure reductions reflect decreased exclusionary discipline rather than shifts in disciplinary consequences.

Decrease the number of referrals for African American students from 6.2% to 4% by May 2027.

Evaluation Data Source: Irving Cognos Reports, and Campus Data tracker

Strategy 1 ☑ Results Driven Accountability

Implement a consistent campus discipline management and monthly data-review process using Student Conductor to assign, document, and monitor after-school detentions as an alternative to exclusionary disciplinary consequences when appropriate. Campus leadership will analyze disaggregated discipline data to identify disproportionality and strengthen consistent implementation of behavior expectations, referral procedures, and disciplinary responses.

Strategy's Expected Result/Impact: Increased use of documented after-school detention and other appropriate interventions will provide alternatives to ISS/OSS for discretionary behaviors. Monthly analysis of discipline data by student group, grade level, referral type, repeat referrals, and disciplinary consequence will support targeted staff feedback and intervention. These efforts are expected to contribute to reducing the percentage of suspensions attributed to African American students from 7.4% to 4% and discretionary referrals for Hispanic students from 85% to 80% by May 2027.

Staff Responsible for Monitoring: Assistant Principal over PEIMS

Problem Statements: Demographics 2

Funding Sources: Student Conductor 199 - General Funds, $4,000, Metal Detector 199 - General Funds, $4,400

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	During the 2025-26 school year, Nimitz recorded 705 suspensions involving 328 distinct students. African American students represented 4.3% of enrollment but 7.4% of total suspensions, indicating a disciplinary disproportionality that warrants continued monitoring and targeted intervention.	Campus discipline data indicate a need for more consistent implementation and monitoring of preventive behavior supports, alternatives to exclusionary discipline, and early intervention for students demonstrating repeated behavioral concerns.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By the end of the 2026-2027 school year, we will host at least one parent/community event each month.

Evaluation Data Source: Event sign-in sheets, School Messengers, Communication logs

Strategy 1

Nimitz High School will provide at least one workshop/class per month to grow the capacity of our parents as partners in education starting in September.

Strategy's Expected Result/Impact: - Provide insight on how parents can assist the campus in their student's education.
- Show parents how to access the district platforms to keep them informed and up to date on their student's progress.

Staff Responsible for Monitoring: Assistant Principal over Parent Engagement

Problem Statements: Perceptions 4

Funding Sources: Materials 199 - General Funds, $2,500, Parent Liaison 199 - General Funds: SCE, $31,364

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Our campus will offer at least four All-Pro Dad sessions during the 2026-2027 school year.

Strategy's Expected Result/Impact: -Increase father/father-figure engagement in students' education by achieving an average participation rate of at least 20 dads/father figures and their students at each All-Pro Dad session, with participation documented through sign-in sheets.
-Build the capacity of students and their dads/father figures through guidance lessons and hands-on experiences, with at least 80% of participating families actively completing the planned activity or engagement component during each session.

Staff Responsible for Monitoring: Assistant Principal Alyali Marcano

Problem Statements: Perceptions 1, 4

Funding Sources: Supplies 199 - General Funds, $2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students report low perceptions of the overall school environment. In the Spring 2026 Panorama survey, School Climate was 32% favorable (around the 10th national percentile) and Valuing of School was 42% favorable (around the 10th percentile) among approximately 1,192-1,193 student respondents.	Students may have limited meaningful opportunities to provide input and exercise voice in decisions that affect their school experience, contributing to a reduced sense of ownership and connection to the campus.
4	Family engagement remains an area for improvement despite established campus communication systems and engagement opportunities. Spring 2026 Panorama results show Family Engagement at 14% favorable (around the 30th percentile) among 68 respondents, while School-Family Communication was substantially higher at 74% favorable among 69 respondents.	Campus engagement opportunities were not consistently designed around families' identified needs, interests, schedules, and barriers to participation, limiting meaningful two-way involvement beyond receiving school communications.

State Compensatory Education

State Compensatory

Budget for Nimitz High School

Total SCE Funds: $141,015.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funds totaling $141,015 will provide supplemental programs and services designed to accelerate learning and increase school success for students who are at risk of dropping out of school and/or have not performed satisfactorily on end-of-course assessments. SCE funds include $20,000 for MESH tutoring to provide targeted academic intervention and additional instructional time; $77,322 for an Academic Specialist to support targeted instruction, intervention, progress monitoring, and academic support for identified students; $3,000 for credit recovery support to assist students in recovering credits and remaining on track for graduation; and $31,164 for a Parent Liaison to strengthen school-family communication and engagement in support of at-risk student success. The allocation also includes $1,529 for supplemental school supplies and $8,000 for tutoring/Saturday School snacks to support extended learning opportunities. These SCE-funded personnel, programs, materials, and supports supplement the regular education program by providing additional academic intervention, extended learning opportunities, credit recovery, progress monitoring, and family engagement targeted to the needs of students identified as at risk. Implementation and student progress will be monitored through assessment, attendance, course performance, credit accumulation, EOC, and other applicable student outcome data.

Personnel for Nimitz High School

Name	Position	FTE
TBD	Parent Liaison	1
Terri Daulton	Academic Specialist	1

Irving Independent School District

Jack E. Singley Academy

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness

2026-2027 Campus Improvement Plan

2019

Generated by Plan4Learning.com
October 09, 2026 at 09:21 AM

Mission Statement

The mission of Jack E. Singley Academy is Empowering *all* for personal growth and life-long success.

Vision

We envision Singley Academy as a community where we provide an equitable and excellent education by building positive relationships, engaging in high-levels of learning, and nurturing self-reflection.

Value Statement

- Each student will discover and develop innate potential for ongoing learning by achieving high intellectual and personal goals.
- Each student will flourish in a chosen career path throughout life.
- Each student will develop an identity of self that will exemplify the highest ethical values and civic responsibility.
- Each student will possess the self-efficacy to thrive in and contribute to an ever-changing global society.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 10

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 19

Data Documentation for CNA 21

Improvement Planning Data 22

Accountability Data 22

Student Data: Assessments 22

Student Data: Student Groups 22

Student Data: Behavior and Other Indicators 23

Employee Data 23

Parent/Community Data 24

Goals 25

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 26

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 34

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 36

State Compensatory Education 37

Budget for Jack E. Singley Academy 38

Personnel for Jack E. Singley Academy 38

Comprehensive Needs Assessment

2022

Demographics

Summary

Campus Demographic Summary: Jack E. Singley Academy (2026–2027)
Comprehensive Needs Assessment – Demographics

School Community Overview:
Jack E. Singley Academy serves a diverse, career-focused student population drawn from across Irving ISD. As a choice high school with career academies, the campus fosters student engagement through real-world learning and high academic expectations. The school partners closely with families and community stakeholders, including business partners, city leaders, and higher education institutions.

Student Demographics:

- **Total Enrollment:** ~1600 students
- **Ethnicity/Race:**
    - Hispanic: 76%
    - Black/African American: 12%
    - White: 7%
    - Asian: 3%
    - Two or More Races/Other: 2%
- **Gender:**
    - Female: 52%
    - Male: 48%
- **Emergent Bilinguals (EB):** ~29%
- **Special Education:** ~10%
- **Economically Disadvantaged:** ~84%
- **Gifted and Talented (GT):** ~12%
- **Foster/McKinney-Vento:** <2%
- **Attendance Rate (2025–2026):** 923.49%
- **Mobility Rate:** 14.3%
- **Chronic Absenteeism:**~6%
- **Tardy**: ~12%

Graduation and Dropout Data:

- **4-Year Graduation Rate (Class of 2026):** 98.8%
- **Dropout Rate (Grades 9–12):** 1.2%

- **Completers (Including GED & Certificates):** 97%
- Strong systems exist to support credit recovery, individual graduation plans, and postsecondary readiness.

Discipline:

- **Disciplinary Placements (ISS/OSS):** Down 458 to 315 from 2024–2025 due to proactive behavior systems, SEL integration, and C-Day Tier 3 interventions.
- **Disproportionality:** African American males and Special Education students remain slightly overrepresented in removals; targeted MTSS and restorative practices are being expanded.

College, Career, and Military Readiness (CCMR):

- **CCMR Readiness (2026 Graduates):** 98%
- **Industry-Based Certifications Earned: 93**
- **Military Enlistment Reporting:** Limited, but improving
- **Dual Credit Participation:** 31% of students
- **OnRamps/AP Participation:** 40%
- **TSIA2 Completion:** 73% of seniors attempted TSIA2 by graduation

---

Advanced Academics & Special Programs Enrollment:

- **AP Course Enrollment:** 600+ students
- **Dual Credit:** Offered through Dallas College in multiple academies
- **CTE Pathway Participation:** 100% of students participate in one of eight academies
- **Special Education:** Inclusive co-teaching and modified instruction in core and CTE classes
- **504 Plans:** 6% of students
- **EB Services:** TELPAS growth targeted in CIP; 42% of EB students made one year of progress
- **RTI/MTSS Participation:** Tier 2/3 supports embedded in Flex Friday and core classes

---

Staff Demographics & Qualifications:

- **Total Certified Teachers:** 100+
  - **State-Certified:** 98%
  - **Alternative Certification Routes:** 35%
  - **Teachers with 5+ Years of Experience:** 72%
- **Paraprofessionals:** 18; all highly qualified under ESSA
- **Teacher-Student Ratio:** 1:17
- **Recruitment Focus:** Bilingual certified, STEM, Special Education, AP instructors
- **Teacher Leadership:** 14 Instructional Leaders; Embedded PLC and ILT systems

---

Other Relevant Data:

- **Parent Engagement:** Over 1,000 parent contacts through events, social media, and advisory meetings
- **Community Partnerships:** 20+ business/higher ed partners

- **Technology Access:** 100% 1:1 student devices
- **Safety and Wellness:** Licensed mental health professionals and Communities in Schools partnership
- **Transportation:** Provided across all zones to maintain access and equity

Overall Data:

Measure	2025–26 Baseline	2026–27 Target
Overall Attendance	93.6%	94.5%
4-Year Graduation	99%	Maintain ≥99%
CCMR	98%	Maintain ≥98% while increasing quality CCMR indicators
TSIA2 – ELA	48%	55%
TSIA2 – Math	32%	40%
TSIA2 – Both	26%	35%
Biology EOC – Meets+	74%	80%
TELPAS Composite Growth	48%	60%
IBCs Earned	93	110
CTE Pathway Participation	100%	100%
Teacher Retention	**Certified baseline required**	**Baseline + measurable target**
English I/II Meets+	62%	68%
Algebra I Meets+	35%	40%

Strengths

Jack E. Singley Academy – 2026–2027 Demographic Strengths Student Enrollment & Population

- **Stable Enrollment (1584 students):** Despite regional mobility, enrollment remains consistent, signaling strong campus reputation and programmatic draw.
- **Diverse Student Body:**
    - Hispanic: 75%
    - African American: 13%
    - White: 6%
    - Asian: 4%
    - Two or More Races: 2%
- **Balanced Gender Distribution:** Female (52%) and Male (48%) participation—strengthens access to all academy pathways, especially non-traditional roles in STEM and criminal justice.

1. **Attendance & Mobility**
    - **Attendance Rate Declined:** 93.6% in 2025–2026 (up from 92.7%)—reflects impact of Tier 2 attendance interventions and family engagement.
    - **Reduced Mobility Rate:** Dropped from 14.3% to 12.1% due to increased counselor case management and academic persistence supports.
2. **Graduation, Completion & Dropout**

- **High 4-Year Graduation Rate:** 98.2% for the Class of 2025, exceeding state targets.
- **Low Dropout Rate:** <1%, maintained through proactive academic counseling and credit recovery during Flex Fridays.

3. **Special Programs & Student Success**
    - **CCMR Readiness:** 98% of Class of 2026 students met at least one CCMR indicator—growth supported by strong IBC and TSIA2 structures.
    - **Advanced Coursework:**
        - 34% Dual Credit enrollment
        - 42% AP Course participation
    - **CTE Pathway Participation:** 100% of students engaged in career academies—each with at least one IBC or practicum opportunity.
4. **Emergent Bilingual (EB) & Special Populations**
    - **TELPAS Gains:** 48% of EB students made at least one proficiency level of growth in 20246—up from 42% in 2025.
    - **Targeted Support for SPED Students:**
        - 93% of SPED students in inclusive settings
        - SPED students saw a 12% drop in OSS placements due to behavior MTSS tiering
    - **504 Plans:** Effectively managed with increased use of digital accommodations (e.g., IXL scaffolds, text-to-speech tools).
5. **Discipline Trends**
    - **Total ISS/OSS Placements Down 15%:** Reflects strong SEL programming, structured Flex Friday Tier 3 support, and advisory systems.
    - **Reduced Disproportionality:** Targeted coaching for staff on bias and equity led to a 9% drop in SPED and African American male removals.
6. **Staffing, Experience & Retention**
    - **Experienced Staff:** 73% of certified teachers have more than 5 years' experience.
    - **Highly Qualified Paraprofessionals:** 100% meet ESSA qualifications and actively support Tier 2 academic and behavior instruction.
    - **Teacher-Student Ratio:** Maintained at 1:17, ensuring access to small group instruction.
7. **Technology & Instructional Equity**
    - **100% 1:1 Device Access:** All students issued Chromebooks; supported by 24/7 learning platforms like IXL, CollegeBoard, and TSIA2 prep.
    - **Full Internet Access via District Hotspots:** Ensures equity for McKinney-Vento, mobile, or economically disadvantaged students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Although overall discipline rates have declined, African American males and Special Education students remain overrepresented in ISS/OSS placements (e.g., they make up 15% of the population but account for 32% of removals).	Inconsistent campus-wide implementation of culturally responsive classroom management strategies.
2 ★	Problem Statement: While overall attendance is 93.4%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.
3	Problem Statement: Despite an increase in AP and Dual Credit enrollment overall, EB and African American students remain underrepresented, comprising only ~18% of enrollment in advanced courses despite making up 40%+ of the school population.	Lack of targeted recruitment and support strategies (e.g., summer bridge, mentoring, academic counseling).

★ = Priority

Student Learning

Summary

Singley's overall accountability rating is 90.

Domain I: Student Achievement: Scaled Score: 87%

Domain II: School Progress: Part A: Academic Growth: 77% Part B: Relative Performance**:91%**

Domain III: Closing the Gaps: 89%

The percentage of students Approaches/Meets/Masters is as follows:

Overall Data:

Measure	2025–26 Baseline	2026–27 Target
Overall Attendance	93.6%	94.5%
4-Year Graduation	99%	Maintain ≥99%
CCMR	98%	Maintain ≥98% while increasing quality CCMR indicators
TSIA2 – ELA	48%	55%
TSIA2 – Math	32%	40%
TSIA2 – Both	41%	45%
Biology EOC – Meets+	74%	80%
TELPAS Composite Growth	48%	60%
IBCs Earned	93	110
CTE Pathway Participation	100%	100%
Teacher Retention	**Certified baseline required**	**Baseline + measurable target**
English I/II Meets+	71%	75%
Algebra I Meets+	38%	45%

Strengths

1. There was an increase in Student performance in Algebra 1 from 68% to 75% in Approaches.

2. There was an increase in Student performance in English II from 84% to 85% in Approaches.

3. There was an increase in CCMR percentage from 78% to 90%.

4. Eng II is at the state average for masters and in the top 25% of the comparison 40 campuses.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.	PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.
2	Although 67% of students passed the Alg 1 EOC, we only had 25% of students perform at the Meets/ Masters level. Our Emergent Bilingual population performed, on average, 2% below the general population	Inconsistent implementation of intervention during Tier 2 small groups and insufficient Tier 3 alignment during Flex Fridays.
3	Although 97% of students passed the USH EOC, only 67% Met grade level expectations (3% decrease from previous year) and 37% Mastered grade level expectations(7% increase from previous year).	Inconsistent use of PLT document as a guide to plan for reasoning and critical thinking skills.
4	Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.	Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.
5	AP scores are historically lower in comparison to other Irving ISD schools.	Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

- District-created curriculum for almost all courses except CTE. Follow scope and sequence and differentiate instruction.
- Teachers plan instruction based on data and PLC model (four questions)
- Walkthroughs
- Horizontal alignment through teaming
- Horizontal alignment through PLC
- Vertical alignment through departmental meetings
- Learning walks
- A/B block schedule
- Dedicated PLC time scheduled 2 times a week with Academic Specialist
- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.

Professional Development

- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.
- SEL/Self-care for students and staff
- Get Better, Faster
- Grading policy/procedures
- Talk Read, Talk Write
- CER
- Higher Order Thinking Questions development
- Calibration walks
- APSI training for AP teachers
- Purposeful planning days
- Academic leadership team meetings
- Data Talks with PLCs

    - **Year-round support for new and struggling teachers**
        - New teacher orientation before the school year begins
        - Assigned mentor or instructional coach for each new teacher
        - Support through twice-weekly PLCs with the Academic Specialist
        - Walkthroughs and learning walks followed by feedback conversations, using Get Better, Faster action steps
        - Struggling-teacher support plan: observation, coaching cycle, modeling, peer observation, follow-up
        - Monthly new teacher check-ins or cohort meetings
        - Continued coaching and support from the Academic Specialist and administrators throughout the year

Leadership and Decision-Making Processes

- Counseling Advisory Meetings with members of the admin and staff
- Monthly Leadership Meetings
- Weekly Administrator Meetings
- Teaming
- Twice Weekly PLCs
- CTE programs Advisory PLCs
- Monthly Academic Leads Meetings

    - **Teacher recruitment process**
        - Vacancy identification and posting through the district

- Campus participation in district and local job fairs
- interview team: administrators, department leads, teachers and students
- Screening criteria and interview questions aligned to campus needs
- Reference checks and hiring recommendation to HR
- Assignment of mentor

School Safety, Bullying Prevention, and Violence Prevention (Bullying-prevention process

- Student and staff education on bullying: advisory lessons, SEL, assemblies
- Reporting options: counselor, administrator, teacher, anonymous reporting
- Investigation procedure and timeline: who investigates, how and when parents are notified
- Intervention and follow-up: counseling support, restorative conversations, consequences per the Student Code of Conduct, check-ins with the targeted student
- Anxiety Support Group and counseling department as student supports

- **Violence-prevention process**
  - Threat assessment team: administrators, counselors, school police officer or SRO
  - Student behavior supports: MTSS, counseling referrals, behavior plans
  - Conflict mediation or restorative practices
  - Clear expectations communicated through announcements, newsletters, and the Student Code of Conduct
  - SEL and self-care PD for staff and students
- **School-safety monitoring**
  - Safety Binders in all classrooms
  - Drills: fire, lockdown, severe weather, evacuation, with schedule and debrief
  - Hallway, cafeteria, and entry/exit supervision duties
  - Visitor check-in procedures
  - Camera monitoring and campus security staff or school police
  - Regular review of safety plans and discipline data by the leadership team
  - School Messenger for emergency communication

Support Services

- NMSI online and live supports for AP students prior to AP testing
- MTSS Meetings
- Campus Technicians
- Parent Liaison
- Anxiety Support Group for students
- Academic Specialist
- Tutoring and Boot Camp
- Multicultural Celebration & Support - Posada & International Night, Cultural Clubs, Prayer Space for Muslim students, Education provided for staff

- **Student transition supports**
  - Incoming 9th grade: middle school visits, orientation or Freshman Night, course selection, schedule support
  - Counselor meetings with 8th graders and parents
  - New and mid-year enrollees: counselor welcome, peer ambassador, schedule review
  - Campus Leadership Ambassadors supporting new students
  - Postsecondary transition for seniors: college and career advising, FAFSA support, dual credit, internships, graduation plans
  - Multicultural supports for newcomers (International Night, cultural clubs)
- **Dropout-prevention process**
  - **Early identification:** Attendance, grades, credits, and behavior reviewed every grading period through MTSS meetings and counselor reviews
  - **Individual graduation plans (IGPs):** Each student has a plan reviewed by their counselor at least annually, and more often for students off track, listing credits needed and the pathway to graduation
  - **Counseling:** Counselors meet with at-risk students and families, connect them to outside resources, and track progress
  - **Progress monitoring:** Credits, attendance, and grades checked every 3/6 weeks, with interventions assigned and documented
  - **Credit recovery:** Use Edgenuity for course makeup. Prioritize Seniors for Graduation preparation, Monitored by Class teachers, Semester deadline to complete courses
  - **Additional supports:** Tutoring and Boot Camp, Parent Liaison, Chronic Absenteeism Home Visits via SRO, Parent meetings for attendance warnings, Daily Parent phone calls for attendance

Discipline Data

- 2026 total number of referrals: 315

Strengths

1. Student led Technology (Task Force) Team.

2. On campus Professional Development opportunities via our Campus based Master Teachers.

3. Awareness of technology based instructional support.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.
2 ★	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.
3 ★	EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.	Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.

★ = Priority

Perceptions

Summary

Teacher Retention rate: 74%
Teacher Absent rate: ~12% daily rate
Parent engagement data:64% of parents completed the survey
Parent/Community Engagement Rate: 30%

Parent perception:

- 20.7% parents believe that they have been given the opportunity to provide feedback for school improvement.
- 32.4% of parents believe that they have the resources to help students at home.
- 49.8 of parents agree that the school values parent's ideas.
- 76.5% of parents believe that they receive timely information about school events.
- 49.8% of parents believe that they have been given the opportunity to provide feedback for school improvement planning.
- 82% of parents believe that teachers encourage their child to work hard and try difficult tasks.
- 79.9% of parents believe that their child's academic needs are met.

Student perceptions about the campus:

- 72.6% of students report feeling tired
- 64% of students report feeling stressed and overwhelmed
- 53.2% of students state that they are hungry.
- 60.1% of students state they must help their family.
- 66.6% state that they want to avoid getting in trouble at school.
- 75% state that they have trouble getting up in the morning.
- 92% of students agree that teachers encourage them to work hard.
- 88% of students agree that teachers care about them.
- 76% of students agree that teachers make sure that they are learning.
- 94% of students agree that teachers expect them to learn and show progress.
- 75% of students agree they feel safe at school.

Teacher perceptions about the campus:

- 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.
- 75.6% of teachers believe that campus leaders make decisions that support student learning.
- 53.8% of teachers believe that campus leaders seek input from employees as part of the decision making and improvement processes.
- 54.9% of district leaders make decisions that support student learning.

Process for retaining teachers"

- Celebrate teacher performance by Teacher of the Month
- Open door policy with all administrators
- Consistency with student discipline
- Intentionally recognize teachers for going above and beyond

Strengths

1. 76.5% of parents believe that they receive timely information about school events.

2. 71.4% of parents believe that the school welcomes input regarding decision making.

3. 77% of parents believe that students feel safe at school.

4. 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.

5. 75.6% of teachers believe that campus leaders make decisions that support student learning.

6. 73.8% of teachers believe that campus leaders have their well being in mind.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent perception surveys indicate confusion or limited understanding of how their child is being supported academically, particularly among families of EB, SpEd, and first-generation students.	Lack of Tier 2/3 communication structures between teachers and families (e.g., no standardized weekly updates or intervention logs shared). Multilingual and accessible communication tools are underutilized; not all messages or platforms are reaching non-English speaking parents. Academic support events (such as intervention info nights) are limited in frequency or not strategically scheduled to
2	Although the school offers robust AP, Dual Credit, and CTE programming, many parents--especially from underrepresented groups--report feeling disconnected or uninformed about how to support their child's participation in college and career readiness (CCMR) pathways.	Outreach efforts are reactive rather than proactive--families often learn about advanced programs late in the process (e.g., just before registration). Academic advising is not yet tiered or personalized for first-generation or high-needs families who may need additional support navigating CCMR pathways. Program language and expectations are unclear--terms like "OnRamps," "Dual Credit," "TSIA2," o

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.	PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.
2 ★	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.
3 ★	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.
4 ★	EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.	Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.
5 ★	Problem Statement: While overall attendance is 93.4%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 71% to 75% by May 2027 by focusing on EB, Hispanic and White subpopulations.

Evaluation Data Source: PLC Agenda
Cambium Formative Assessment Data
Holistic Essay Grading Rubric usage (PLC and student artifacts)
Walkthrough Assessments

Strategy 1

Implement Strategic monitoring strategies in all core classes. Teachers will attend an instructional focus PD session to focus on the Strategic monitoring, small groups and mastery rubric development. PLCs will incorporate Mastery trackers as appropriate, within lessons and discuss data results/performance in PLCs.

Strategy's Expected Result/Impact: Monitor Formative Assessment data to improve student mastery during active instruction.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Funding Sources: Tutoring 199 - General Funds: SCE, $6,000

Formative Reviews

November	February	April	June

Strategy 2

RLA teams will use the PLC Model centered around Data Digging. Specific strategies include using HQIM (Lead4ward and TFAR).

Strategy's Expected Result/Impact: Increase in meets and mastery performance on English I and English II assessments by 4%.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

In ELAR classes teachers will implement 20 minutes of silent reading during Success Time on Thursday, followed by a responsive writing activity in the form of a journal prompt

Strategy's Expected Result/Impact: Increase of reading comprehension

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.	PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

2	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

Performance Objective 2 ☑ High Priority

Increase the percentage of students who meet or exceed projected growth on MAP Growth Math from 57% to 65% by May 2027 by focusing on EB, Hispanic and White subpopulations.

Evaluation Data Source: NWEA

Strategy 1

Intentionally embed Tier 1/HQIM resources into the PLC and instructional delivery.

Strategy's Expected Result/Impact: Increase overall student growth performance on Math EOC and Math MAP by 8%.

Staff Responsible for Monitoring: Associate Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

Performance Objective 3 ☑ High Priority

Increase the percentage of students who score at Meets or above on STAAR Algebra I Meets/Masters data from 38% to 45% by May 2027; with an intentional focus on increasing of our White, Hispanic and EB students.

Evaluation Data Source: PLC Agendas
MAP Growth Data
Cambium Formative Assessment Data
Master Trackers
Walkthrough Assessments

Strategy 1

Teachers will work with students to improve mastery of skills. Teachers will provide multiple opportunities for students to show mastery on standards and TEK based skills using campus, district and state assessments. Assessments will be created in PLCs and will focus on standards based skills. Data review on assessments will occur during the PLCs.

Strategy's Expected Result/Impact: Increase of student performance on Alg 1 EOC in meets and masters by 7%.

Staff Responsible for Monitoring: Associate Principal

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

Performance Objective 4

Increase the percentage of students who meet or exceed projected growth on MAP Growth Math from 57% to 65% by May 2027.

Evaluation Data Source: NWEA

Strategy 1

Intentionally embed Tier 1/HQIM resources into the PLC and instructional delivery.

Strategy's Expected Result/Impact: Increase of student growth performance on Math MAP by 7%.

Staff Responsible for Monitoring: Associate Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Tutoring 199 - General Funds: SCE, $6,000

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

Performance Objective 5

Increase the percentage of students who score at Meets or above on Biology EOC Meets/Masters data from 75% to 80% and 33% to 40%, respectively. There will be an intentional focus on White, Hispanic and EB students.

Evaluation Data Source: DCAs

Strategy 1

Teachers will identify priority TEKS and implement targeted reteach/enrichment cycles based on formative assessment results.

Strategy's Expected Result/Impact: Student performance increase on Bio EOC will improve by 5%.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Tutoring Support 199 - General Funds: SCE, $6,000

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

Performance Objective 6

Increase the percentage of Hispanic and white students who exceed projected growth score on the MAP assessment for Biology by, at least, 5% by May 2027. There will also be an intentional focus on increasing performance among EB students and students performing below grade level.

Evaluation Data Source: NWEA Map

Strategy 1

Teachers will identify priority TEKS and implement targeted reteach/enrichment cycles based on formative assessment results.

Strategy's Expected Result/Impact: Student growth performance increase on Bio MAP will increase by 5%.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Tutoring 199 - General Funds: SCE, $6,000

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

Performance Objective 7

Increase the percentage of Seniors who pass TSIA 2 from 40% to 45% with a specific focus on the Hispanic subpopulation.

Evaluation Data Source: TSIA 2 report

Strategy 1

Provide targeted intervention and testing opportunities for students who have not currently passed.

Strategy's Expected Result/Impact: Increase student performance on TSIA 2 by 5%.

Staff Responsible for Monitoring: Academic Specialist and Counselor

Problem Statements: School Processes & Programs 3

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.	Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.

Performance Objective 8

Increase the percentage of EB students demonstrating at least one proficiency level of TELPAS growth from 48% to 60% by May 2027.

Evaluation Data Source: TELPAS Outcome

Strategy 1

Require content-area teachers to intentionally embed listening, speaking, reading, and writing language supports.

Strategy's Expected Result/Impact: Increase of 9th and 10th grade EB student Lexile Levels by at least one grade

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

Goal 2 In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Increase the campus attendance rate from 93.6% to 94.5% by May 2027 and decrease the percentage of students identified as chronically absent from ~6% to ~4%, with an intentional focus on 11th-grade, Hispanic, Economically Disadvantaged, and Emergent Bilingual students.

Evaluation Data Source: Attendance Report

Strategy 1

RISE Training

Strategy's Expected Result/Impact: Increase of student attendance by 2%.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2

Funding Sources: Outside Mentorship Program 199 - General Funds: SCE, $11,627

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Problem Statement: While overall attendance is 93.4%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

Performance Objective 2

By May 2027, we will decrease the number of out of placement discipline from 137 to 120, this includes ISS, OSS, JJAEP etc., by decreasing the number of Level 3 and Level 4 Hispanic, male students disciplinary referrals.

Evaluation Data Source: Disciplinary Referrals

Strategy 1

Coordinate with Counselors and ISS Teacher to host Restorative Practice circles to prevent repeated behavior.

Strategy's Expected Result/Impact: Decrease the percentage of Level 3 and 4 referrals for Hispanic male students by 10%.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2

Funding Sources: Outside Resource (Mentors) 199 - General Funds: SCE, $12,000

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Problem Statement: While overall attendance is 93.4%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

Coordinate at least one Parent Engagement activity per month for the 26/27 school year.

Evaluation Data Source: Sign-In Sheets and PTO Volunteers.

Strategy 1

Host at least one parent/community engagement activity monthly to increase opportunities for parents to connect with the school.

Strategy's Expected Result/Impact: Increase Parent/Teacher Organization participation by 10%. These activities will include: All Pro Dad (ongoing), Coffee with Counselor (Sept), Truck or Treat (Oct), Gala Parade (Nov.), Pastries with the Principal (Dec.), Valentine Carnival (Feb), Senior Lunch (March), Class Award Ceremonies (May).

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 2

Funding Sources: 199 - General Funds: SCE, $50,000

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Problem Statement: While overall attendance is 93.4%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

State Compensatory Education

State Compensatory

Budget for Jack E. Singley Academy

Total SCE Funds: $91,639.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

At Singley Academy, we are committed to providing the best possible education for all our students, and we recognize that some students may face challenges in their academic journey. To address the needs of our diverse student population and to ensure that we are meeting the needs of our community, we will utilize State Compensatory Education (SCE) funds to enhance students learning experiences and to supplement our Parent Liaison position. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. We will focus on researching and implementing Tier 1 interventions to reinforce impactful instructional strategies. Through these professional development opportunities and resources, we seek to empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of our Emergent Bilingual population. By ensuring our teaching staff is well-prepared, we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. This approach aims to ensure that all students can learn and excel in their educational journey. The Parent Liaison works to coordinate Parental Engagement events on campus.

Personnel for Jack E. Singley Academy

Name	Position	FTE
Tonya Jones	Parent Liasion	1

IRVING Independent School District

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Approval Of Additional 2026–2027 T-TESS (Texas Teacher Evaluation & Support System) Appraisers

PRESENTED BY

JORGE ACOSTA

BACKGROUND

The T-TESS (Texas Teacher Evaluation & Support System) appraisers must be approved annually prior to conducting T-TESS appraisals. The Board previously approved a list of T-TESS appraisers for the 2026–2027 school year. The attached list includes additional appraisers recommended for approval.

ADMINISTRATIVE RECOMMENDATION

The Superintendent recommends approval of the additional 2026–2027 T-TESS (Texas Teacher Evaluation & Support System) appraisers as presented.

RECOMMENDED BOARD MOTION

I move that the Board approve the additional 2026–2027 T-TESS (Texas Teacher Evaluation & Support System) appraisers as presented.

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Approval Of Additional 2026–2027 T-TESS (Texas Teacher Evaluation & Support System) Appraisers

2026-2027
Additional T-TESS Appraisers

BARILLA, DIONNA	HAGER, AMBER	POLANSKY, JENNIFER
BEACH, KATHERINE	HARSH, KATRINA	PUTMAN, COURTNEY
BEASLEY, CANDACE	HELLERMAN, LUCY	REED, PENNE
BOONE, JUDY	HOLLOMAN, EBONI	RODRIGUEZ, GEORGINA
BRUNSWICK, STACEY	HORGAN, ANIKA	ROMERO BETANCOURT, MANUEL
CATES, HOLLY	HUBER, SYLVIA	SUTTON GUINN, MIYOSHA
CATHEY, CAROLINE	JONES, ASHLEY	THOMAS CHAFFIN, BROOKE
CRANFILL, CHRISTIAN	KUKUK, HEATHER	THOMPSON, SHERRY
DAULTON, TERI	MEDEIROS SHELTON, MARIANA	THORNLEY, ALEXANDRIA
DAVIS, ELIZABETH	MINING, MARY	TUCKER, BROOKE
DENSON, EMILY	MOLINAR, LINDA	WATERS, JESSICA
DUBBERLEY, SHEILA	MOORE, SHANTIA	WEST, MORGAN
FLORES, FIDELINA	MOORE, ZACHARY	WHITE, ERICA
GARCIA, JOVAN	NASKY, HOLLEY	WILLIS, HOLLY
GATLIN, TANYA	NAVARRO, LUDIVINA	WOLF, HALEY
GONZALES, MISTY	NELSON, KRYSTAL	WOODHOUSE, KRISTI
GONZALEZ, DARIO	PEREZ ROBLES, CYNTHIA	

IRVING Independent School District

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Approval Of Outside Work By An Administrator For A Vendor Pursuant To Texas Education Code Section 11.006

PRESENTED BY

WESLEY NUTE

BACKGROUND

House Bill 3372, passed during Texas' 89th Legislative Session, prohibits administrators from receiving any financial benefit for the performance of personal services for a business entity that conducts or solicits business with the school district or another school district, charter school, or region service center. The term "administrator" includes principals, superintendents, and other staff with significant administrative duties relating to the operation of a district, campus, or program. Administrators (other than the Superintendent and Deputy Superintendents) are allowed to perform outside work to receive a financial benefit if the school board approves the contract between the administrator and the other entity and determines it will not harm the district, will not be a conflict of interest, and the duties are performed solely on the administrator's personal time. A violation of this newly added requirement creates a civil penalty of $10,000 per violation directly to the administrator. This new law took effect September 1, 2025 and may be reviewed at Texas Education Code Section 11.006.

ADMINISTRATIVE RECOMMENDATION

RECOMMENDED BOARD MOTION

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Approval Of Outside Work By An Administrator For A Vendor Pursuant To Texas Education Code Section 11.006

10/19/2026

Contracts Between an Administrator and Outside Business Entity Recommended for Approval

1. Neyra Rios, Coordinator, Professional Learning

IRVING Independent School District

CONSENT AGENDA ITEM

10/19/2026

TOPIC

Consider Acceptance Of Gifts And Donations To The District

PRESENTED BY

FERNANDO NATIVIDAD

BACKGROUND

Donations received during the month of September 2026

ADMINISTRATIVE RECOMMENDATION

Administration recommends acceptance of gifts and donations to the district

RECOMMENDED BOARD MOTION

I move the Board approve the acceptance of Gifts and Donations to the District

AGENDA SHEET

MEETING DATE

10/19/2026

TOPIC

Consider Acceptance Of Gifts And Donations To The District

October 2026 DONATIONS

(Period of September 2026)

SCHOOL/DEPT	DESCRIPTION	AMOUNT
Lady Bird Johnson		
	Donor: Perez Collazo Law Firm	$500
	75 Backpacks and School Supplies	
Irving High	Donor: Cindy Miller	$44
	2 cases of water/12 -6pks of soft drinks	
Irving High	Donor: AIRPOWER FOUNDATION	$5,000
	Donation to assist with cost associated to Marine	
	Corps Birthday Ball Celebration for Cadets	
	TOTAL	$ 5,544

DONATIONS & GIFTS
Beginning September 2026- Ending August 2027

Month		2026-2027 Monthly Total		2026-2027 YTD Total		Month		2025-2026 Monthly Total		2025-2026 YTD Total
September		$500.00		$500.00		September		$1,260.00		$1,260.00
October		$5,544.00		$6,044.00		October		$2,330.00		$3,590.00
November						November		$200.00		$3,790.00
December						December		$0.00		$3,790.00
January						January		$0.00		$3,790.00
February						February		$1,349.00		$5,139.00
March						March		$1,710.00		$6,849.00
April						April		$2,000.00		$8,849.00
May						May		$0.00		$8,849.00
June						June		$100.00		$8,949.00
July						July		$2,342.51		$11,291.51
August						August		$1,487.00		$12,778.51

2066

OCTOBER 2026 REPORT FROM DIVISION OF BUSINESS SERVICES

TAX OFFICE

Total Tax Collections for September 2026 are ($487,662.77)

	SEPTEMBER 2026	YEAR TO DATE
Current Year	$ 1,621.77	$ 1,621.77
Delinquent	$ (531,100.93)	$ (531,100.93)
Penalty & Interest	$ 41,691.91	$ 41,691.91
Other	$ 124.48	$ 124.48
Total	$ (487,662.77)	$ (487,662.77)

BUSINESS SERVICES

Payroll for September 2026 was paid as follows:

	GROSS PAY	BENEFITS	TOTAL
Local Maintenance	$ 19,126,093	$ 3,960,396	$ 23,086,489
Special Revenue	$ 2,135,386	$ 427,525	$ 2,562,911
Total	$ 21,261,479	$ 4,387,921	$ 25,649,399

INVESTMENT EARNINGS REPORT

	AUGUST 2026	YEAR TO DATE
Local Maintenance	$ 586,246.00	$ 5,707,315
Federal Programs	$ 109,541.00	$ 1,295,055
Interest & Sinking	$ 45,900.00	$ 219,348
Capital Projects	$ 1,000,408.00	$ 17,756,625
Internal Service	$ 8,248.00	$ 97,510
Total All Funds	$ 1,750,343.00	$ 25,075,853

IRVING Independent School District | Tax Office

MEMO

TO: Fernando Natividad, Chief Financial Officer

FROM: Cher Elzy, Executive Director of Tax Compliance

SUBJECT: Monthly Tax Report

DATE: October 19, 2026

Attached for your consideration is the collection activity for the months of September 2026.

Our monthly collections for September reflect $(531,101) in delinquent collections and $1,622 in current collections and $41,692 in penalty and interest. Adjustments made $(667,180) in changes to delinquent tax years and $3,296,514 in changes made to the current year. Our current year (2026) reflects a beginning roll of $224,376,358. The total receivable balance for all years is $235,827,552 for the month of September 2026.

IRVING INDEPENDENT SCHOOL DISTRICT
SEPTEMBER 2026
TAX COLLECTION REPORT

IISD:

	M-T-D FY 2025-2026	M-T-D FY 2026-2027	Y-T-D FY 2025-2026	Y-T-D FY 2026-2027
Current Year	5,128.99	1,621.77	5,128.99	1,621.77
Delinquent	(1,228,868.71)	(531,100.93)	(1,228,868.71)	(531,100.93)
Penalty & Interest	42,140.05	41,691.91	42,140.05	41,691.91
Other	74.78	124.48	74.78	124.48
Sub-Total	(1,181,524.89)	(487,662.77)	(1,181,524.89)	(487,662.77)

Revenue year-to-date compared to prior fiscal year 693,862.12

OTHER COLLECTIONS:

Research Fees	0.00	0.00
Attorney Fees	33,563.01	33,563.01
REFUNDS:	361.01	361.01
Total Collections	(453,738.75)	(453,738.75)

ACTIVITY SUMMARY:

	FY 2025-2026	FY 2026-2027
Collection Percentage Current Year Compared to Prior Year	0.00%	0.00%

RECEIVABLES YEAR-TO-DATE SUMMARY

	Current Year	Prior Years	Total Tax Receivables
Beginning Balance	224,376,357.77	8,292,380.77	232,668,738.54
Adjustments	3,296,514.09	(667,180.25)	2,629,333.84
Levy Paid	1,621.77	(531,100.93)	(529,479.16)
Ending Balance	227,671,250.09	8,156,301.45	235,827,551.54

I hereby certify the above report of tax collections to be true and accurate accounting of the revenues collected for as of the above report date according to and to the extent of the records of my office.

Cherylyn Ezzy, Tax Assessor/Collector RTA

Signed and sworn before me this 1st day of October, 2026

AMBER BEAL
Notary Public, State of Texas
My Commission Expires
June 01, 2030
NOTARY ID 11238804

Notary Public, State of Texas

2025-2026 INVESTMENT INTEREST EARNINGS

FUNDS	SEP 2025	OCT 2025	NOV 2025	QUARTERLY TOTAL
LOCAL MAINTENANCE	$560,452	$572,589	$461,053	$1,594,093
FEDERAL PROGRAMS	116,016	118,263	110,326	344,605
INTEREST & SINKING	6,338	6,429	5,988	18,755
CAPITAL PROJECTS	1,666,580	1,698,851	1,584,838	4,950,269
INTERNAL SERVICE	8,735	8,904	8,307	25,947
TOTAL ALL FUNDS	$2,358,122	$2,405,035	$2,170,512	$6,933,669
% CHANGE FROM PRIOR MONTH/QUARTER	1396.68%	1.99%	-9.75%	1454.40%

	DEC 2025	JAN 2026	FEB 2026	QUARTERLY TOTAL
GENERAL OPERATING	$474,557	$576,661	$602,072	$1,653,290
FEDERAL PROGRAMS	110,546	107,716	96,246	314,508
INTEREST & SINKING	5,976	5,823	15,546	27,344
CAPITAL PROJECTS	1,588,003	1,547,340	1,382,577	4,517,919
INTERNAL SERVICE	8,323	8,110	7,247	23,681
TOTAL ALL FUNDS	$2,187,406	$2,245,650	$2,103,687	$6,536,742
% CHANGE FROM PRIOR MONTH/QUARTER	0.78%	2.66%	-6.32%	-5.72%

	MAR 2026	APR 2026	MAY 2026	QUARTERLY TOTAL
GENERAL OPERATING	$513,425	377,019	314,669.73	$1,205,114
FEDERAL PROGRAMS	106,181	103,038	106,042.95	315,261
INTEREST & SINKING	25,697	24,929	25,647.74	76,274
CAPITAL PROJECTS	1,525,288	1,480,140	1,523,311.42	4,528,739
INTERNAL SERVICE	7,995	7,758	7,984.40	23,737
TOTAL ALL FUNDS	$2,178,585	$1,992,884	$1,977,656	$6,149,126
% CHANGE FROM PRIOR MONTH/QUARTER	3.56%	-8.52%	-0.76%	

	JUN 2026	JUL 2026	AUG 2026	QUARTERLY TOTAL
GENERAL OPERATING	$223,940	$444,632	$586,246	$1,254,818
FEDERAL PROGRAMS	103,465	107,674	109,541	320,680
INTEREST & SINKING	25,032	26,043	45,900	96,975
CAPITAL PROJECTS	1,486,277	1,273,013	1,000,408	3,759,698
INTERNAL SERVICE	7,790	8,107	8,248	24,145
TOTAL ALL FUNDS	$1,846,503	$1,859,470	$1,750,344	$5,456,317
% CHANGE FROM PRIOR MONTH/QUARTER	-6.63%	0.70%	-5.87%	

ALL FUNDS	YEAR TO DATE TOTAL
GENERAL OPERATING	$5,707,315
FEDERAL PROGRAMS	1,295,055
INTEREST & SINKING	219,348
CAPITAL PROJECTS	17,756,625
INTERNAL SERVICE	97,510
GRAND TOTAL ALL FUNDS	$25,075,853

	2024-2025			2023-2024		
	SEP 2024-AUG 2025	AMOUNT CHANGE	PERCENTAGE CHANGE	SEP 2023-AUG 2024	AMOUNT CHANGE	PERCENTAGE CHANGE
ALL FUNDS						
GENERAL OPERATING	$6,122,526	($415,210)	-6.78%	$7,871,832	($2,164,517)	-27.50%
FEDERAL PROGRAMS	1,460,645	(165,591)	-11.34%	1,654,102	($359,048)	-21.71%
INTEREST & SINKING	156,718	62,630	39.96%	185,750	$33,598	18.09%
CAPITAL PROJECTS	17,735,837	20,789	0.12%	19,736,977	($1,980,352)	-10.03%
INTERNAL SERVICE	109,978	(12,468)	-11.34%	124,544	($27,034)	-21.71%
GRAND TOTAL ALL FUNDS	$25,585,704	($509,851)	-1.99%	$29,573,206	($4,497,352)	-15.21%

		INCREASE/ (DECREASE) FROM PRIOR YEAR	CD AVERAGE INTEREST YIELD	LGIP AVERAGE INTEREST YIELD	AGENCY AVERAGE INTEREST YIELD	TOTAL AVERAGE INTEREST YIELD
TOTAL PORTFOLIO AS OF AUG						
2026	518,677,614	(153,730,368)	---	---	---	---
2025	672,407,982	166,165,092	---	---	---	---
2024	506,242,890	(8,477,527)	---	---	---	---
2023	514,720,416	365,668,302	---	---	---	---
2022	149,052,115	(735,886)	---	---	---	---
2021	149,788,000	383,966	---	---	---	---
2020	149,404,034	(5,207,698)	---	---	---	---
2019	154,611,731	11,574,837	---	---	---	---
2018	143,036,895	(8,449,500)	---	---	---	---
2017	151,486,395	4,562,105	---	---	---	---
2016	146,924,290	(8,717,048)	---	---	---	---
2015	155,641,338	155,641,338	---	---	---	---