

**Irving Independent School
District**



**Farine Elementary
School**

**2025-2026
Campus
Improvement Plan**

Mission Statement

Every Falcon, Every day, Learning, Growing, and SOARING!

Vision

To create innovative leaders who excel through exploration, collaboration, and critical thinking.

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Comprehensive Needs Assessment

Demographics

Summary

Farine has a student population of 898 students comprised from PK-5th grade. At Farine, 80.9% of our students are economically disadvantaged. Farine offers a two-way dual language program for English and Spanish learners, a GT program, and a LIFE program, along with special education and dyslexia services. Enrollment by ethnicity is as follows: Hispanic 72.28%, AA/B 12.71%, White 10%, Asian 3.78%, Two or more ethnicities 2.52%, AI/AN 0.23%.

Strengths

- Farine is one of two dual language campuses in the district that draws families to our school.
- Our diverse student population is a strength within our school community.
- Student enrollment has remained steady throughout the years for our campus. We ended the 24-25 school year with 920 students.
- The current enrollment for the 2025-2026 at Farine ES school year is 896 students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our African American/Black students make up 8% of our student population and received 56.2% of behavior infractions.	Students lack tiered support with individualized goals and interventions that are monitored and implemented consistently.
2 ★	Only 30% (18 out of the 60) 3-5 grade students met expectations in STAAR Math.	Instructional practices have not been systematically differentiated to address student misconceptions and learning gaps.
3 ★	73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.	Teachers lacking tools and strategies to connect to these students and redirect them.

★ = Priority

Student Learning

Summary

In 2025, Farine achieved a "C" rating from TEA with an overall score of a 75. In 2025, student achievement increased in reading with 54%, we saw an increase in math from 35% to 44%. Science increased from 15% to 53% earning a distinction.

- 2025 Farine 3rd-5th grade students were at 54% in reading achievement.
- 2025 Farine 3rd-5th grade students were at 44% in math achievement.
- 2025 Farine 5th grade students were at 53% in science achievement.

Strengths

Farine students have been making progress year to year due to interventions, intentional planning, and implementing best practices.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our African American population scored lowest in the Meets category in STAAR in reading (19.12%), math (25%) and science (11%).	Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.
2 ★	Farine 5th grade students achieved 19% of the STAAR Science in the meets/masters category.	Teachers need training on teaching students science content in depth daily in Kinder-5th & understanding the STAAR science questions.
3 ★	67% of our students in the lower grades are not reaching their growth levels, which indicates a significant gap in early math achievement.	Teachers need training on using formative data to guide targeted small-group instruction.
4 ★	Nearly two-thirds of students are not making the academic progress needed to be on track for future success in upper grades and state assessments.	The lack of fluency in number sense, operations, and problem-solving makes it difficult to engage with grade-level math content, leading in slower growth.
5 ★	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.

6
★

Teachers are not implementing best practices to meet all of the students' learning styles.

Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts , following the teacher exemplar.

7
★

Current proficiency rates (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.

Limited explicit instruction in Spanish.

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
★

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

Our grade level collaborative teams plan weekly to internalize their lessons. Reading and Language Arts Teams plan on Mondays while the Math Teams plan on Wednesdays. Team planning is attended by the teachers, Region X and Great Minds Coaches (weekly for RLA and bi-weekly for Math), academic specialist, Admin and if possible our math/reading interventionist.

In addition, 2 hours of planning time is provided to classroom teachers in addition to the district's purposeful planning day. This time is utilized to get a jumpstart on internalizing the unit/modules or lessons.

Our Guiding Coalition Team composed of a grade level team leader and an instructional leader along with our academic specialist, interventionist, two special education teachers, counselors specials, and administrators. We bring Effective Schools Foundation best practices to the Team, model, and explore these best practices so the leaders in our guiding coalition take it back when planning with their teams.

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
<p>1 ★</p> <p>Teachers are not implementing best practices to meet all of the students' learning styles.</p>	<p>Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts , following the teacher exemplar.</p>
<p>2 ★</p> <p>Although MTSS/Small group planning took place, student scores were not met as expected for CORE and MAP data.</p>	<p>Teachers lack the ability to use CORE and MAP assessment data to plan small groups based on individual student needs to fill gaps.</p>
<p>3 ★</p> <p>Current proficiency rates (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.</p>	<p>Limited explicit instruction in Spanish.</p>
<p>4 ★</p> <p>Our proficiency rate indicates for more explicit and consistent phonological awareness instruction in English.</p>	<p>Gaps in early intervention and targeted support for struggling readers.</p>
<p>5 ★</p> <p>73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.</p>	<p>Teachers lacking tools and strategies to connect to these students and redirect them.</p>

6



Parents are below the baseline in feeling welcomed to our school.

Our school is not open to many visitors due to not having a space for volunteers.

 = Priority

Perceptions

Summary

We strive to work as a professional learning community through collaboration, feedback, accountability and support.

Communication for staff and families takes place weekly to inform our school community of events and expectations taking place through School Messenger. Social Media platforms are also utilized to convey successes and advertise events. Staff communicates with families via Class Dojo or Kinvoled Messaging .

Staff turnover at Farine remained at a minimum this past year. Teachers indicated administrators are visible and promote a positive school culture. Our Parent Liaison finds ways to involve our parents even though we do not have a parent center due to lack of space. We have a Parent Teacher Organization that is involved and supports our Falcons and Staff throughout the school year.


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 ★	Parents are below the baseline in feeling welcomed to our school.	Our school is not open to many visitors due to not having a space for volunteers.
2 ★	73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.	Teachers lacking tools and strategies to connect to these students and redirect them.
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.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.

Teachers lacking tools and strategies to connect to these students and redirect them.

2
★

Our African American population scored lowest in the Meets category in STAAR in reading (19.12%), math (25%) and science (11%).

Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

3
★

Current proficiency rates (60%) 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
★

Parents are below the baseline in feeling welcomed to our school.

Our school is not open to many visitors due to not having a space for volunteers.

6
★

Only 30% (18 out of the 60) 3-5 grade students met expectations in STAAR Math.

Instructional practices have not been systemtaically differentiated to address student misconceptions and learning gaps.

7
★

67% of our students in the lower grades are not reaching their growth levels, which indicates a significant gap in early math achievement.

Teachers need training on using formative data to guide targeted small-group instruction.

8
★

Nearly two-thirds of students are not making the academic progress needed to be on track for future success in upper grades and state assessments.

The lack of fluency in number sense, operations, and problem-solving makes it difficult to engage with grade-level math content, leading in slower growth.

9
★

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.

10
★

Our African American/Black students make up 8% of our student population and received 56.2% of behavior infractions.

Students lack tiered support with individualized goals and interventions that are monitored and implemented consistently.

11
★

Teachers are not implementing best practices to meet all of the students' learning styles.

Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts, following the teacher exemplar.

12
★

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.

13

Farine 5th grade students achieved 19% of the STAAR Science in the meets/masters category.



Teachers need training on teaching students science content in depth daily in Kinder-5th & understanding the STAAR science questions.

 = 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- 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 5 (English) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: CirIce

Strategy 1 Targeted Support Strategy

Provide small group lessons focused on Rapid Letter Naming, Vocabulary, Math concepts, and early writing skills. Use assessment data to group students by skill level.

Strategy's Expected Result/Impact: Increase a 5 point gain on Circle progress monitoring.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 9 - 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 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

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

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle data

Strategy 1

Provide small group Spanish literacy instruction targeting phonological awareness and rapid vocabulary naming.

Strategy's Expected Result/Impact: Increase growth by 5 points while progress monitoring students.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 7 - School Processes & Programs 3

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Current proficiency rates (60%) 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 (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.

Limited explicit instruction in Spanish.

Performance Objective 3 High Priority

*Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 19% to 80% by May 2026.

Evaluation Data Source: Circle Data

Strategy 1

Implement 10-15 minutes of daily whole-group phonological awareness activities (rhyming, syllable counting, onset-rime blending).

Strategy's Expected Result/Impact: By January 60% of targeted students will show an increase in the Circle progress monitoring scores.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 3, 7, 9 - School Processes & Programs 3, 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 67% of our students in the lower grades are not reaching their growth levels, which indicates a significant gap in early math achievement.	Teachers need training on using formative data to guide targeted small-group instruction.
7 Current proficiency rates (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.	Limited explicit instruction in Spanish.
9 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 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Current proficiency rates (60%) 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.

Performance Objective 4 High Priority

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 60% to 90% by May 2026.

Evaluation Data Source: Circle Data

Strategy 1

Implement daily, targeted small-group phonological awareness instruction in Spanish.

Strategy's Expected Result/Impact: Students will show measureable growth in phonological awareness reflected in the Circle assessment checkpoints.

Staff Responsible for Monitoring: PK Teachers

Problem Statements: Student Learning 7 - School Processes & Programs 3

Funding Sources: 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

April

July

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Current proficiency rates (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.

Limited explicit instruction in Spanish.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Current proficiency rates (60%) indicate a need for more explicit and consistent phonological awareness instruction in Spanish.

Limited explicit instruction in Spanish.

Performance Objective 5 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 54% to 64% by May 2026. Increase the percentage of African American students from 43% to 50% by May 2026.

Evaluation Data Source: 2026 STAAR Data

Strategy 1

Teachers will conduct effective small groups daily in reading to enrich and/or intervene with students based on specific skills according to the data.

Strategy's Expected Result/Impact: Increase the foundational skills in math numeracy.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 2 - Student Learning 1, 6 - School Processes & Programs 1 - Professional Development Implementation 1

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Only 30% (18 out of the 60) 3-5 grade students met expectations in STAAR Math.

Instructional practices have not been systematically differentiated to address student misconceptions and learning gaps.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Our African American population scored lowest in the Meets category in STAAR in reading (19.12%), math (25%) and science (11%).

Tier 1 instruction needs to be planned with specific scaffolds and best teaching strategies to support the students better.

6

Teachers are not implementing best practices to meet all of the students' learning styles.

Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts , following the teacher exemplar.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers are not implementing best practices to meet all of the students' learning styles.

Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts , following the teacher exemplar.

Performance Objective 5 Problem Statements Identifying Professional Development Implementation

Problem Statement

Root Cause

1

Teachers are not implementing best practices to meet all of the students' learning styles.

Teachers go over what will be taught instead of how it is going to be taught. Examples: Modeling strategies, using manipulatives, creation of anchor charts , following the teacher exemplar.

Performance Objective 6

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading

MAP Growth (English/Spanish combined) from 50% to 60% by May 2026. *Increase the percentage of emergent Bilinguals students from 50% to 60% by May 2026

Evaluation Data Source: NWEA Map Data

Strategy 1

Implement small group reading instruction (English & Spanish) based on Map Growth Data.

Strategy's Expected Result/Impact: Students will demonstrate measureable gains in reading comprehension and language skills.

Staff Responsible for Monitoring: Classroom teachers, Reading Interventionist

Problem Statements: Student Learning 8 - School Processes & Programs 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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.

Performance Objective 7

*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 2026. *Increase the percentage of Emergent Bilingual students from 34% to 44% by May 2026

Evaluation Data Source: NWEA Data report

Strategy 1

Implement structured data driven small group instruction 3X's a week.

Strategy's Expected Result/Impact: Increase the number of studnets meeting or esxceeding growth by 10%.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1 - Student Learning 2, 3

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Our African American/Black students make up 8% of our student population and received 56.2% of behavior infractions.	Students lack tiered support with individualized goals and interventions that are monitored and implemented consistently.

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Farine 5th grade students achieved 19% of the STAAR Science in the meets/ masters category.	Teachers need training on teaching students science content in depth daily in Kinder-5th & understanding the STAAR science questions.
3 67% of our students in the lower grades are not reaching their growth levels, which indicates a significant gap in early math achievement.	Teachers need training on using formative data to guide targeted small-group instruction.

Performance Objective 8

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 44% to 54% by May 2026. Increase the percentage of Hispanic students from 44% to 54% by May 2026

Evaluation Data Source: STAAR Results

Strategy 1

Implement data driven small group instruction based on STAAR data and benchmark results 3 x's per week.

Strategy's Expected Result/Impact: Students grades 3-5 will demonstrate growth on end of unit assessments resulting in an increase in 5-10%.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Only 30% (18 out of the 60) 3-5 grade students met expectations in STAAR Math.

Instructional practices have not been systematically differentiated to address student misconceptions and learning gaps.

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Nearly two-thirds of students are not making the academic progress needed to be on track for future success in upper grades and state assessments.

The lack of fluency in number sense, operations, and problem-solving makes it difficult to engage with grade-level math content, leading in slower growth.

Performance Objective 9

*Increase the percentage of 3rd - 5th grade students who meet or exceed expected growth on Math MAP Growth (English/Spanish combined) from 36% to 46% by May 2026. *Increase the percentage of Hispanic students meeting their Math MAP Growth goal from 35% to 45% by May 2026.

Evaluation Data Source: MAP, NWEA reports

Strategy 1

Provide targeted small group instruction based on the MAP Growth learning continuum data, 3 x's per week.

Strategy's Expected Result/Impact: Students participating in targeted small group will demonstrate at least 10% growth on MAP EOY scores.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 4, 8 - School Processes & Programs 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Nearly two-thirds of students are not making the academic progress needed to be on track for future success in upper grades and state assessments.

The lack of fluency in number sense, operations, and problem-solving makes it difficult to engage with grade-level math content, leading in slower growth.

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.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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.

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 10% to 8% by May 2026. Decrease the yearly percentage of absences of our African American students from 24% to 22% by May 2026.

Evaluation Data Source: Attendance reports via On Data Suite.

Strategy 1

Parents will receive an attendance letter whose child has had three unexcused absences. The letter includes truancy information.

Strategy's Expected Result/Impact: Inform parents of the implications of learning loss and the expectation is students will be attending school.

Staff Responsible for Monitoring: Counselors, Admin, Attendance clerk

Problem Statements: Student Learning 5 - Perceptions 3

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

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

Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 41.9% to 31.9% by May 2026. Decrease the number of discretionary referrals for African American students from 38.7 to 28.70% by May 2026.

Evaluation Data Source: Discipline cognos reports.

Strategy 1

Train staff and implement peer mediation and strategies to address specific behaviors that will help de-escalate behaviors. Six part RISE training for all staff will take place this school year.

Strategy's Expected Result/Impact: Students will use their coping strategies consistently to help prevent escalating behaviors warranting harsh consequences.

Staff Responsible for Monitoring: Admin and Counselors

Problem Statements: Demographics 3 - School Processes & Programs 5 - Perceptions 2

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 2

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 and Teachers

Problem Statements: Demographics 3 - School Processes & Programs 5 - Perceptions 2

Funding Sources: 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.	Teachers lacking tools and strategies to connect to these students and redirect them.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.	Teachers lacking tools and strategies to connect to these students and redirect them.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 73% of behavior infractions were males. Of these, 47% were African American students and 30% were hispanics. This is the same as in the previous year.	Teachers lacking tools and strategies to connect to these students and redirect them.

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

Performance Objective 1

Farine will host 1 parent involvement activity a month (ex: parent class/curriculum night/heritage night, etc). Farine will provide the necessary materials for the events, parent center and parent classes.

Evaluation Data Source: Farine will host All Pro Dads events, 4 times a year, math/literacy curriculum night in October, PE, fine arts, or musical programs throughout the year. Parent liaison and school counselors will offer parent events based on survey results.

Strategy 1

Farine will host All Pro Dads events, 4 times a year, math/literacy curriculum night in October, PE, fine arts, or musical programs throughout the year. Parent liaison and school counselors will offer parent events based on survey results.

Strategy's Expected Result/Impact: Increase the number of families engaging in our school community throughout the year.

Staff Responsible for Monitoring: Teachers, Parent Liaison, counselors, admin

Problem Statements: School Processes & Programs 6 - Perceptions 1

Funding Sources: 211 - Title I-A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6	Parents are below the baseline in feeling welcomed to our school.	Our school is not open to many visitors due to not having a space for volunteers.
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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1	Parents are below the baseline in feeling welcomed to our school.	Our school is not open to many visitors due to not having a space for volunteers.
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State Compensatory Education

State Compensatory

Budget for Farine Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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

Our school engaged in a comprehensive needs assessment (CNA) process beginning in May 2025 and concluding in June 2025 to inform the development of the 2025–2026 Campus Improvement Plan.

- Stakeholder Teams: The CNA process included representation from administrators, teachers from all core content areas and electives, interventionists, special education staff, counselors, parents, and community partners. Student voice was also included through surveys and focus groups.
- Meeting Cadence: The CNA team met formally four times between April and June and engaged in grade-level and department-level review sessions in May. Meetings included whole-group data analysis, breakout discussions by domain (Demographics, Student Learning, Processes & Programs, and Perceptions), and final consensus-building sessions.
- Data Sources Reviewed: Teams examined multiple sources of quantitative and qualitative data, including:
 - 2025 STAAR performance data and accountability reports (Domain 1 and Domain 3)
 - MAP Growth Reading and Math results (BOY, MOY, EOY)
 - TELPAS and Domain 3 English Language Proficiency progress data
 - Discipline data disaggregated by special populations
 - Attendance data, mobility, and enrollment demographics
 - Teacher and student survey results (including CKH/RISE perception surveys)
 - Parent engagement logs and feedback from family events
- Process: Each team reviewed strengths, needs, problem statements, and root causes in their assigned domain. These findings were recorded, cross-referenced, and aligned into a final CNA summary, which directly informed the school's 2025–2026 CIP goals, performance objectives, and strategies.
- 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

Location for Evidence of Multiple Meetings Held

Our team ensured that multiple opportunities were provided for stakeholders to engage in the CNA process across the spring, summer, and fall of 2025.

- The CNA process formally began with CIC and Leadership Coalition meetings in May 2025, where stakeholders reviewed preliminary data and identified initial strengths and needs.
- Additional CNA sessions were held twice in the summer of 2025 to further analyze MAP Growth, STAAR, TELPAS, discipline, and survey data.
- A final CNA review meeting occurred in September 2025 after state accountability ratings were released, allowing the team to incorporate updated results into the root cause analysis and ensure full alignment with CIP goals.

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 the 2025–2026 Schoolwide Program Plan/Campus Improvement Plan (CIP) followed the Comprehensive Needs Assessment (CNA) process and included multiple stakeholder meetings across the spring and summer of 2025, with finalization in September.

- April–May 2025: Initial data review began in April, followed by a CIC and Leadership Coalition meeting on May 12, 2025, to examine preliminary results and identify priority needs.
- Summer 2025: Two additional CNA meetings were held during the summer to analyze MAP Growth, STAAR, TELPAS, discipline, and survey data. Drafts of problem statements, root causes, and strengths were developed during these sessions.
- September 2025: A final CNA/CIP review meeting was conducted after the release of state accountability ratings, allowing the team to finalize the 2025–2026 Campus Improvement Plan.

Evidence of multiple meetings — including agendas, notes, minutes, and sign-in sheets — is housed in Title I Crate.

2.2 Stakeholders 1114(b)(2)

Our school engaged a wide range of stakeholders in the development of the 2025–2026 Campus Improvement Plan.

- Campus Staff: Teachers from all core content areas and electives, department chairs, interventionists, counselors, and special education staff 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, and administration.
- 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 2025–2026 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 School's 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 School's Family Newsletter, ensuring families are aware of its availability and purpose

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

The 2025–2026 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 (ST Math, 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.
- 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

Our 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 quarterly. 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
Anakaren Maturino	Parent Liaison	Paraprofessional	1
Angela Nicholes	Reading Interventionist	Professional	1
Gabriela Lopez-Smith	Reading Interventionist	Professional	1
Madelin Ojeda	General Aide	Paraprofessional	1
Maria Ruvalcaba	General Aide	Paraprofessional	1



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

