

Irving Independent School District

Gilbert Elementary School

2025-2026 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gilbert Elementary serves a **diverse and growing student body of 734 students**, exceeding projected enrollment for the year. The campus is located in **southeast Irving**, with **45% of students bused in** from outside the immediate neighborhood.

A wide range of programs supports its diverse learners, including:

- **One-Way Dual Language Program (PK–5)**
(Transitioning to an Early Exit Transitional Bilingual Program in 2025–26)
- **ESL Content-Based Instruction**
- **Special Education Services**
(Inclusion, Resource, and LIFE programs)
- **Deaf Education Program** *(New in 2024–25)*

Gilbert is a **Title I campus**, serving high populations of:

- **Economically Disadvantaged Students**
- **Emergent Bilinguals**
- **Students Receiving Special Education Services**

Demographics Strengths

- **Stable and Slightly Growing Enrollment**
 - Enrollment held steady at 734 students, exceeding projections and demonstrating consistency despite high mobility trends.

Highest Attendance Rate in the District

- Achieved 96.49% attendance in 2023–24—the highest among all district campuses.

Decreased Discipline Referrals

- Referrals dropped from 36 to 25, reflecting improved behavioral supports and proactive student interventions.

Strong Staff Commitment

- Staff members volunteer to lead enrichment and special programs, showing high morale and dedication to student growth beyond the classroom.

Expansion of Inclusive Programs

- Launch of the Deaf Education program enhanced accessibility and demonstrates the campus's commitment to meeting diverse learner needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility rate increased to 17.1%, impacting instructional continuity and student achievement.

Root Cause: A high percentage of students are bused from outside the immediate neighborhood within our attendance zone, and many families experience housing instability. These factors contribute to student transience and frequent mid-year transitions, disrupting instructional continuity and academic progress.

Problem Statement 2 (Prioritized): Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports.

Root Cause: Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.

Problem Statement 3: Space and staffing constraints may not keep pace with expanding specialized programs and growing subgroups.

Root Cause: The introduction of new programs (e.g., Deaf Education) and expanding student support needs have exceeded current facility capacity and staffing allocations. Limited specialized spaces and overextended shared personnel hinder effective delivery of services.

Student Learning

Student Learning Summary

Student Learning Summary – 2024–2025

The 2024–25 school year presented several academic challenges for Gilbert Elementary. Despite targeted instructional initiatives, overall student achievement declined compared to the prior year, particularly in **STAAR-tested subjects, MAP Growth trends, and state accountability domains.**

STAAR Performance Trends

- **Domain I: Student Achievement** experienced a drop in overall performance. The STAAR scale score declined from 73 (2024) to **66 (2025)**, lowering the campus letter rating to **D**.
- **Grade-level performance in Math fell significantly** for Grades 3, 4, and 5 (English), with the most notable decline in Grade 3 (64% to 51% Approaches).
- Some **Spanish Reading results in Grade 3 improved**, rising from 49% to 58% Approaches, showing progress in dual language tracks.

Academic Growth (Domain II)

- **Domain II Academic Growth scores fell sharply**, from a raw score of 76 to **60**, and a scaled score of 86 to **66**, leading to a **drop from a B to a D rating**.
- This drop reflects a decline in students achieving expected or accelerated growth, despite some targeted interventions.

MAP Growth Data

- MAP Growth in **Kinder showed early strength** (54% meeting growth in Math), but **growth fell in Grades 1–3**, with **2nd grade only achieving 39% growth**.
- Conditional growth percentiles also showed moderate-to-low trends, indicating students are not growing at the rate of national peers.

TELPAS Language Acquisition

- TELPAS data showed positive outcomes for **long-term ELs (4+ years)**, with **77% reaching Advanced or Advanced High**.
- However, **newcomer ELs (Years 1–2)** remained mostly at Beginning or Intermediate, showing limited annual language progress.

Subgroup Performance

- **SPED and EB students** continue to underperform across STAAR domains, with low percentages at Meets and Masters levels.

Summary Reflection

The drop in both **achievement and growth** suggests that while some structures are in place, **implementation fidelity, response to data, and**

differentiated instruction need strengthening. There are clear opportunities to improve through enhanced support for subgroups, tighter use of progress monitoring tools, and alignment between intervention and Tier 1 instruction.

Student Learning Strengths

Student Learning Strengths – 2024–2025

Improvement in Spanish Reading – Grade 3

- **Approaches level increased from 49% in 2024 to 58% in 2025**, showing growth in early literacy in the dual language program.

MAP Growth in Kindergarten – Math

- **54% of students met or exceeded growth projections**, with a **median conditional growth percentile of 50**, indicating strong early numeracy development.

Isolated Masters-Level Gains in Grade 5 Math

- Grade 5 Math saw a **Masters increase from 19% to 28%**, highlighting success with higher-order thinking skills for some students.

TELPAS Composite Gains for Long-Term ELs (4+ Years in U.S. Schools)

- **77.28%** of students reached **Advanced (51.14%)** or **Advanced High (26.14%)** levels, indicating strong academic language development over time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches.

Root Cause: Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.

Problem Statement 2 (Prioritized): Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress.

Root Cause: Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.

Problem Statement 3: MAP Growth results declined across primary grades, with only 39% of 2nd graders meeting math growth projections.

Root Cause: MAP data was not routinely integrated into daily Tier 1 planning. Teachers lacked support in connecting MAP sub skills with TEKS-aligned instruction, limiting targeted response to student learning needs.

Problem Statement 4: Students in their first 1-2 years in U.S. schools remain primarily at Beginning and Intermediate TELPAS levels.

Root Cause: Sheltered instruction strategies were not consistently embedded across content areas. Newcomers lacked language scaffolds and supports necessary to progress in both academic and social language development.

School Processes & Programs

School Processes & Programs Summary

Gilbert Elementary has established a strong foundation in its instructional and operational systems. The campus operates with clear routines for collaboration, instructional planning, and intervention delivery, supported by a shared leadership model. There is an intentional focus on Tier 1 instruction, bolstered by structured PLCs and ongoing data analysis cycles. Leadership teams and teachers engage in reflective practices, often guided by district resources and support personnel.

However, as the school continues to serve a growing and increasingly diverse student body, some inconsistencies in program implementation, vertical alignment, and fidelity of intervention structures have emerged. Professional learning is embedded and frequent, but there is still a need for greater coherence across grade levels and more consistent use of student data to inform differentiated instruction.

In addition to the academic programs, we also offer opportunities for our students, such as running club, fall enrichment after-school programs, honors choir, Destination Imagination, recorders ensemble club, talent show, Career Day, Junior Achievement, Grade Level parent night programs, etc.

School Processes & Programs Strengths

- **Tier 1 Instructional Focus**
There is a campus-wide emphasis on strengthening **Tier 1 instruction**, with PLCs focusing on lesson alignment to the TEKS, use of district curriculum resources, and backwards planning strategies.
- **Intervention Systems**
Structured **intervention time** is built into the schedule, allowing students to receive targeted intervention based on formative assessment data.
- **Intentional Use of Student Data**
Teachers utilize **STAAR, MAP, TELPAS, and CFA data** to drive instruction and monitor student progress. While structures exist, **implementation fidelity varies**, particularly in how data informs small group instruction.
- **Professional Learning and Coaching**
The campus prioritizes **job-embedded coaching**, collaborative learning walks, and feedback cycles. Teachers benefit from support by **district content specialists** and external consultants.

6. All of our processes, programs and initiatives revolve around our school's mission and vision.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fidelity of Tier 1 instructional practices varies across grade levels and content areas.

Root Cause: While PLC structures are in place, teams are at different stages of development and application. Some teachers need additional support to fully implement aligned lesson planning, high-yield instructional strategies, and progress monitoring systems with consistency.

Problem Statement 2 (Prioritized): Use of data to drive instruction is inconsistent across teams and not always reflected in real-time adjustments to instruction.

Root Cause: Although teachers have access to multiple data sources (e.g., MAP, STAAR, TELPAS), training on how to triangulate and act on that data during Tier 1 instruction or intervention time is still developing. Data discussions often focus on trends rather than specific student actions.

Problem Statement 3: Intervention structures are not always used with consistency or aligned to formative data.

Root Cause: Intervention/small group expectations are established, but not all teams use the time to deliver targeted, skill-based interventions. Some groups use it as reteach or review time without using assessment data to determine student needs.

Problem Statement 4: Coaching and feedback loops are not systematically embedded for all staff.

Root Cause: Instructional coaching occurs more frequently in tested grades and for new teachers. A system for consistent observation-feedback cycles across all staff has not been fully implemented, reducing opportunities for continuous instructional refinement.

Perceptions

Perceptions Summary

Gilbert Elementary maintains a strong school culture rooted in **high expectations, staff collaboration, and a student-first mindset**. Stakeholder feedback from climate surveys, staff reflections, and campus data shows that most staff feel valued, supported, and empowered to lead. Despite this positive climate, perceptions also highlight ongoing concerns around **student behavior, communication gaps**, and the need for more targeted **social-emotional supports**.

There is evidence of intentional systems to promote safety, build community, and engage families, but **some groups—especially families of bused students—face barriers** to full participation. Teachers express pride in the school's mission but seek additional support with **workload balance and student behavior management**.

Perceptions Strengths

- **High Staff Morale and Investment**
Staff believe their work is meaningful and report **strong professional relationships**. Many teachers volunteer for additional responsibilities, reflecting a **shared commitment to student success**.
- † **Distributed Leadership Culture**
Teachers are trusted as leaders through **Guiding Coalition participation, PLC facilitation, and committee roles**, contributing to a collaborative, solution-oriented culture.
- **Safe and Welcoming School Environment**
Students and staff report feeling **physically safe** on campus. Routines and procedures are in place to ensure consistent expectations for behavior and safety.
- † **Positive School-Family Relationships**
Bilingual communication and regular family events help foster trust between staff and caregivers, particularly among long-term Gilbert families.
- **Staff Care and Support for Students**
Teachers know their students well and demonstrate **genuine care**, often going above and beyond to meet academic and emotional needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students exhibit ongoing behavioral challenges that impact the learning environment and increase the need for teacher support.

Root Cause: While Tier 1 behavior systems are in place, consistent implementation and follow-through vary by classroom. Teachers report needing more training in behavior management and access to structured SEL support systems.

Problem Statement 2: Staff express concerns about workload and maintaining work-life balance, particularly during peak planning periods.

Root Cause: Campus initiatives, while well-intentioned, sometimes overlap or lack clarity, leading to increased demands on teacher time. Staff desire more streamlined communication and alignment of expectations.

Problem Statement 3 (Prioritized): Inconsistent communication between home and school creates gaps in understanding of student progress and behavior.

Root Cause: While systems exist (newsletters, Class Dojo, etc.), usage is inconsistent across teachers and grade levels. Not all families receive regular, personalized updates about their child's progress or behavior.

Priority Problem Statements

Problem Statement 1: Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress.

Root Cause 1: Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Use of data to drive instruction is inconsistent across teams and not always reflected in real-time adjustments to instruction.

Root Cause 2: Although teachers have access to multiple data sources (e.g., MAP, STAAR, TELPAS), training on how to triangulate and act on that data during Tier 1 instruction or intervention time is still developing. Data discussions often focus on trends rather than specific student actions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches.

Root Cause 3: Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports.

Root Cause 4: Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Fidelity of Tier 1 instructional practices varies across grade levels and content areas.

Root Cause 5: While PLC structures are in place, teams are at different stages of development and application. Some teachers need additional support to fully implement aligned lesson planning, high-yield instructional strategies, and progress monitoring systems with consistency.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Inconsistent communication between home and school creates gaps in understanding of student progress and behavior.

Root Cause 6: While systems exist (newsletters, Class Dojo, etc.), usage is inconsistent across teachers and grade levels. Not all families receive regular, personalized updates about their child's progress or behavior.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- 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 all 5 (English) Circle indicators by at least 10% from 67% to 77% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills.


Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% from 55% to 65% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills.


High Priority


HB3 Goal


Evaluation Data Sources: Circle Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction focusing on developing students' foundational literacy and Math skills and track student progress using Estrellita/Really Great Reading and Grade-Level Essential Guidelines Tracking Sheet.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, AS and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs






Problem Statement 2: Use of data to drive instruction is inconsistent across teams and not always reflected in real-time adjustments to instruction. **Root Cause:** Although teachers have access to multiple data sources (e.g., MAP, STAAR, TELPAS), training on how to triangulate and act on that data during Tier 1 instruction or intervention time is still developing. Data discussions often focus on trends rather than specific student actions.

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

Performance Objective 2: Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 64% to 74% by May 2026.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 80% to 90% by May 2026.

Evaluation Data Sources: CIRCLE data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction focusing on developing students' foundational literacy and Math skills and track student progress using Estrellita/Really Great Reading and Grade-Level Essential Guidelines Tracking Sheet.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, AS and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches. Root Cause: Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.</p>

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



Performance Objective 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 32% to 42% by May 2026. Increase the percentage of EB students scoring at MEETS or above on STAAR Reading from 26% to 36% by May 2026.








High Priority

HB3 Goal

Evaluation Data Sources: STAAR data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Bluebonnet curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Sustain Ed coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish individualized SMART goals with students so that at least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading. Student progress toward these goals will be consistently monitored using campus-created data tracking sheets after each formative assessment, and the results will be used to facilitate data talks and inform MTSS referrals.</p> <p>Strategy's Expected Result/Impact: At least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental resources (such as Amira, Forde-Ferrier, LLI, Progress Learning, Mentoring Minds, Ventris Learning (UFLI), Think Up, STAAR Ready, Lead4Ward, Solution Tree resources, Formative, etc.) will be used to help close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: After school tutoring - 211 - Title I-A - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize two campus Reading Interventionists to improve literacy outcomes, reduce reading gaps, and enhance overall academic performance among students.</p> <p>Strategy's Expected Result/Impact: Increased reading performance among Tier 2 and Tier 3 students needing specialized intervention</p> <p>Staff Responsible for Monitoring: Admin, Academic Specialist, Interventionists</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. **Root Cause:** Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.

Student Learning

Problem Statement 1: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches. **Root Cause:** Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.

Problem Statement 2: Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress. **Root Cause:** Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.

School Processes & Programs

Problem Statement 1: Fidelity of Tier 1 instructional practices varies across grade levels and content areas. **Root Cause:** While PLC structures are in place, teams are at different stages of development and application. Some teachers need additional support to fully implement aligned lesson planning, high-yield instructional strategies, and progress monitoring systems with consistency.

Problem Statement 2: Use of data to drive instruction is inconsistent across teams and not always reflected in real-time adjustments to instruction. **Root Cause:** Although teachers have access to multiple data sources (e.g., MAP, STAAR, TELPAS), training on how to triangulate and act on that data during Tier 1 instruction or intervention time is still developing. Data discussions often focus on trends rather than specific student actions.

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

Performance Objective 4: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English) from 45% to 55% by May 2026.

Increase the percentage of Emergent Bilingual students who Meet or Exceed expected growth on Reading MAP Growth (English) from 42% to 52% by May 2026.


60% of Kindergarten - 2nd grade students will Meet or Exceed expected growth (from BOY to MOY) on Reading MAP Growth by May 2026.




50% of Kindergarten - 2nd grade Emergent Bilingual students will Meet or Exceed expected growth (from BOY to MOY) on Reading MAP Growth by May 2026.






High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Bluebonnet curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Sustain Ed coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish individualized SMART goals with students so that at least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading. Student progress toward these goals will be consistently monitored using campus-created data tracking sheets after each formative assessment, and the results will be used to facilitate data talks and inform MTSS referrals.</p> <p>Strategy's Expected Result/Impact: At least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental resources (such as Amira, Forde-Ferrier, LLI, Progress Learning, Mentoring Minds, Ventris Learning (UFLI), Think Up, STAAR Ready, Lead4Ward, Solution Tree resources, Formative, etc.) will be used to help close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize two campus Reading Interventionists to improve literacy outcomes, reduce reading gaps, and enhance overall academic performance among students.</p> <p>Strategy's Expected Result/Impact: Increased reading performance among Tier 2 and Tier 3 students needing specialized intervention</p> <p>Staff Responsible for Monitoring: Admin, Interventionists, Academic Specialist</p> <p>Funding Sources: Reading Interventionists- payroll - 211 - Title I-A - \$160,421</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. Root Cause: Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.</p>
Student Learning
<p>Problem Statement 1: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches. Root Cause: Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.</p> <p>Problem Statement 2: Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress. Root Cause: Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.</p>
School Processes & Programs
<p>Problem Statement 1: Fidelity of Tier 1 instructional practices varies across grade levels and content areas. Root Cause: While PLC structures are in place, teams are at different stages of development and application. Some teachers need additional support to fully implement aligned lesson planning, high-yield instructional strategies, and progress monitoring systems with consistency.</p> <p>Problem Statement 2: Use of data to drive instruction is inconsistent across teams and not always reflected in real-time adjustments to instruction. Root Cause: Although teachers have access to multiple data sources (e.g., MAP, STAAR, TELPAS), training on how to triangulate and act on that data during Tier 1 instruction or intervention time is still developing. Data discussions often focus on trends rather than specific student actions.</p>



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







Performance Objective 5: 60% of Kindergarten - 2nd grade students will Meet or Exceed expected growth (from BOY to MOY) on Math MAP Growth by May 2026.

50% of Kindergarten - 2nd grade Emergent Bilingual students will Meet or Exceed expected growth (from BOY to MOY) on Math MAP Growth by May 2026.

High Priority

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Bluebonnet curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Sustain Ed coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish individualized SMART goals with students so that at least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Math. Student progress toward these goals will be consistently monitored using campus-created data tracking sheets after each formative assessment, and the results will be used to facilitate data talks and inform MTSS referrals.</p> <p>Strategy's Expected Result/Impact: At least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			



Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental resources (such as Progress Learning, Mentoring Minds, ST Math, STAAR Ready, IXL, Forde-Ferrier, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Materials - 211 - Title I-A - 211 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - 211 - Title I-A - 211 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				




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

Performance Objective 6: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 36% to 46% by May 2026.
 Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 33% to 43% by May 2026.
 Increase the percentage of 5th grade students scoring at MEETS or above on STAAR STAAR science from 23% to 33% by May 2026.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Bluebonnet curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Sustain Ed coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish individualized SMART goals with students so that at least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Math. Student progress toward these goals will be consistently monitored using campus-created data tracking sheets after each formative assessment, and the results will be used to facilitate data talks and inform MTSS referrals.</p> <p>Strategy's Expected Result/Impact: At least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			

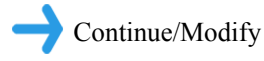
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental resources (such as ST Math, Imagine Learning [English and Spanish], Progress Learning, IXL, Forde-Ferrier, Mentoring Minds, STAAR Ready, Math Warm-Ups, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments in math and science.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement the new science curriculum, Texas Science, from kindergarten through 5th, including hands-on science experiences.</p> <p>Strategy's Expected Result/Impact: 5th grade STAAR Science results will increase from the previous year as outlined in the Performance Objective goal.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. **Root Cause:** Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.

Student Learning

Problem Statement 1: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches. **Root Cause:** Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.



Problem Statement 2: Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress. **Root Cause:** Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.







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

Performance Objective 7: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English) from 34% to 44% by May 2026.

Increase the percentage of Emergent Bilingual students from 52% to 62% by May 2026.

Evaluation Data Sources: MAP Growth reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Bluebonnet curriculum with fidelity in order to ensure equitable access to high-quality grade-level instruction.</p> <p>Strategy's Expected Result/Impact: STAAR results will reflect an increase of 3rd-5th students scoring at Meets level in Reading.</p> <p>Staff Responsible for Monitoring: AS, Admin, Sustain Ed coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish individualized SMART goals with students so that at least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Math. Student progress toward these goals will be consistently monitored using campus-created data tracking sheets after each formative assessment, and the results will be used to facilitate data talks and inform MTSS referrals.</p> <p>Strategy's Expected Result/Impact: At least 60% of students in grades 3-5 will meet or exceed their projected growth targets in MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental resources (such as ST Math, Imagine Learning [English and Spanish], Progress Learning, IXL, Forde-Ferrier, Mentoring Minds, STAAR Ready, Math Warm-Ups, Lead4Ward and Solution Tree resources, Formative, etc.) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.</p> <p>Strategy's Expected Result/Impact: Students will make appropriate progress towards goal-attainment.</p> <p>Staff Responsible for Monitoring: Teachers, AS, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Morning or after-school tutoring will be provided for students performing below their expected level based on their BOY goals and the cumulative results from assessments in math.</p> <p>Strategy's Expected Result/Impact: Students will perform at the expected level based on the BOY goals set for each student.</p> <p>Staff Responsible for Monitoring: Teachers, admin, Interventionist, paraprofessional, AS, and counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutoring - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. Root Cause: Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.</p>

Student Learning

Problem Statement 1: STAAR Math performance declined significantly in Grades 3, 4, and 5 English, with Grade 3 dropping from 64% to 51% Approaches. **Root Cause:** Instructional planning lacked depth and consistency across grade levels. Math intervention support was inconsistent, and students had limited opportunities for reteaching and conceptual reinforcement, particularly in English instructional settings.

Problem Statement 2: Domain II Academic Growth score dropped from 76 (2024) to 60 (2025), indicating fewer students met or exceeded expected progress. **Root Cause:** Growth monitoring practices were inconsistently implemented in PLCs. Teachers had limited time or training to adjust instruction based on growth data, leading to missed opportunities for catch-up growth and acceleration.

School Processes & Programs

Problem Statement 1: Fidelity of Tier 1 instructional practices varies across grade levels and content areas. **Root Cause:** While PLC structures are in place, teams are at different stages of development and application. Some teachers need additional support to fully implement aligned lesson planning, high-yield instructional strategies, and progress monitoring systems with consistency.







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 percentage of students who are chronically absent from 6.9% to 6% by May 2026.

Decrease the number and percentage of Emergent Bilingual students from 4.9% to 4.5% by May 2026.

High Priority

Evaluation Data Sources: Campus attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.).</p> <p>Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease.</p> <p>Staff Responsible for Monitoring: DP clerk, Admin, teachers</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will refer students with chronic absenteeism to MTSS to develop and monitor an attendance plan.</p> <p>Strategy's Expected Result/Impact: Student attendance and academic performance will increase.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS committee</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Inconsistent communication between home and school creates gaps in understanding of student progress and behavior. Root Cause: While systems exist (newsletters, Class Dojo, etc.), usage is inconsistent across teachers and grade levels. Not all families receive regular, personalized updates about their child's progress or behavior.</p>



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 2: Maintain minimal (less than 10) in and out of school suspensions for all students that are referred for disciplinary actions throughout the 25-26 school year.

Maintain minimal discretionary referrals (less than 20) for all students across the campus throughout the 25-26 school year.

High Priority

Evaluation Data Sources: Cognos discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Infuse Capturing Kids' Hearts practices and district RISE initiatives into all aspects of daily campus life and culture to create a positive learning environment for all students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Student Cultural committee, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue with implementation of Student Culture (formerly known as PBIS) strategies to complement Capturing Kids Hearts by recognizing students showing Grizzly PRIDE (Positivity, Respect, Integrity, Determination, Excellence).</p> <p>Strategy's Expected Result/Impact: We will distribute PRIDE tickets rewarding student behaviors in common areas and classrooms. Grade-level Top Grizzly of the Month will be recognized throughout the year. Continue to maintain minimal office referrals. Decrease behavior issues in the common areas.</p> <p>Staff Responsible for Monitoring: Administrators, Student Cultural committee, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will provide guidance lessons, individual counseling, and targeted small groups to teach positive coping skills, support social-emotional learning, and address specific student needs (e.g., grief, transition/newcomers) in order to maximize potential and build positive relationships.</p> <p>Strategy's Expected Result/Impact: Students will be better equipped to self-regulate in order to remain in class.</p> <p>Staff Responsible for Monitoring: Counselors, Admin, Classroom teachers</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. Root Cause: Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.</p>

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

Performance Objective 1: Increase parent and community engagement by hosting a minimum of one family or community engagement event each month (e.g., curriculum nights, cultural celebrations, parent workshops, volunteer opportunities), with at least 50% of families participating in at least one event by the end of the school year.

Evaluation Data Sources: Calendar of events, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue funding the Parent Liaison position for our campus to promote parent involvement and provide services and resources for our community and parent liaison including parent classes and conferences that support student success. Our goal is offer at least 28 parent classes and collect at least 420 parent interest survey responses this school-year.</p> <p>Strategy's Expected Result/Impact: Meet the specific needs of parents based on survey results</p> <p>Staff Responsible for Monitoring: Parent Liaison, Admin</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will host a Parent Information Night (Attendance, Grade Level Expectations, Academic Goals, etc.) during the first six weeks of school.</p> <p>Strategy's Expected Result/Impact: Parents will be empowered with the grade level expectations including how to help their students at home.</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
	 Accomplished			
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to invite parents to participate in the Recognition of our students' efforts and academic performance by hosting end of year awards assembly for each grade level.</p> <p>Strategy's Expected Result/Impact: End of year awards assemblies are used to celebrate student growth</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Rising numbers of SPED and EB students increase the demand for staffing, training, and differentiated supports. **Root Cause:** Enrollment of students receiving Special Education and Emergent Bilingual services continues to rise, outpacing available staffing and supports. Teachers require more targeted training and planning time to meet the diverse instructional needs of these growing populations.

Perceptions

Problem Statement 3: Inconsistent communication between home and school creates gaps in understanding of student progress and behavior. **Root Cause:** While systems exist (newsletters, Class Dojo, etc.), usage is inconsistent across teachers and grade levels. Not all families receive regular, personalized updates about their child's progress or behavior.

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lodoiska Rodriguez	SCE Instructional Aide	1

Title I

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

1.1: Description of CNA Process

Gilbert Elementary 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, interventionists, special education staff, EB coach, counselors, parents, and community partners.**
- **Meeting Cadence:** The CNA team met formally **four times between April and June** and engaged in grade-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 Gilbert'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

Gilbert Elementary School 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 on May 21, 2025**, where stakeholders reviewed preliminary data and identified initial strengths and needs.
- Additional CNA sessions were held **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 Gilbert Elementary School's **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 21, 2025**, to examine preliminary results and identify priority needs.
- **Summer 2025:** 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)

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
 - Janeth Elias, Kinder Team Lead
 - Zerina Dickinson, 1st Grade Team Lead
 - Trudy Rios, 2nd Grade Team Lead
 - Judy Pecina, 3rd Grade Team Lead
 - Mariellena Marquez, 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 **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 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 **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

Gilbert Elementary 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elia Victoria	Parent Liaison		
OPEN	Bilingual Reading Interventionist		
Tiffany Nicholas	Monolingual Reading Interventionist		

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	After school tutoring		\$4,500.00
1	4	4			\$2,000.00
1	4	5	Reading Interventionists- payroll		\$160,421.00
1	5	3	Math Materials	211	\$3,500.00
1	5	4	Tutoring	211	\$5,000.00
1	6	4	Tutoring		\$5,000.00
1	7	4	Tutoring		\$5,000.00
Sub-Total					\$185,421.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
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