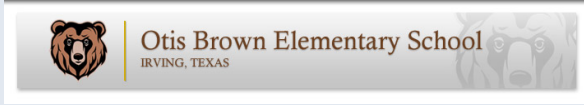


Irving Independent School District



Brown Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

Otis Brown Elementary is a PreK-5 Texas Public School in Irving, TX that currently serves approximately 900 students. Brown is a neighborhood school with a tradition of families attending the campus for multiple generations. Our school opened its doors to the community in 1954 and has served students in Irving for 70 years.

Other than our PreK-4 classes, which have qualifications that need to be met, the campus is open enrollment for students who meet the age requirements.

Otis Brown Elementary has a dedicated group of 100 staff members who believe in growing students holistically, that is academically, emotionally, and socially. Each staff member, no matter their role, knows how they impact student growth and development.

As a nurturing staff, we believe in reaching the hearts of our students first so that they are ready and eager to be engaged in learning and use Capturing Kids Hearts strategies. All students start each school day with a "Family Meeting" where social-emotional learning is reinforced. In addition, while engaged in content areas throughout the day, students are encouraged to participate in leadership roles. Students get to explore their strengths in a nurturing and caring manner that is dedicated to our instructional priorities.

Strengths

Otis Brown Elementary has a diverse student body, Hispanic-Latino 86.43%, American Indian - Alaskan Native/Asian 2.28%, White 6%, Black - African American 4%, Two-or-More Races 1.15%

According to the Texas Academic Performance Report (TAPR), Otis Brown has a student mobility rate of 14.5%. This is a lower rate than both the district at 14.5%, and the state at 15.4%. This pattern can also be seen in the mobility rate of our special populations, including Special Education (14.5%, 14.8%, 18.6%), Emergent Bilingual (14.1%, 15.1%, 17.1%), and Economically Disadvantaged (13.7%, 15.3%, 18.7%). A districtwide curriculum and scope and sequence are implemented to support district mobility. A dedicated newcomer support staff member provides language support to students coming from Spanish-speaking countries.

For attendance, last year, Otis Brown was at 95.1%. This year, Brown has established an Attendance Committee that meets to plan for ways to improve attendance school-wide. The top three grade levels are shared on announcements each week, all grade-level percentages are posted in the cafeteria, and the Attendance Challenge was implemented, which allows classes to earn different rewards for having a certain number of days with perfect attendance. Grade-level attendance challenges were implemented, and teachers/staff received a challenge for any grade level that met their 97% attendance goal for the week. Absences and Tardies are discussed during MTSS meetings, where plans are put in place to contact parents, create individual incentive plans, and schedule home visits if needed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Otis Brown Elementary' s rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%).	Students' attendance has negatively impacted academic achievement.
2 ★	Our English Learners population only had 64% pass rate on all STAAR exams in 2023.	We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.
3 ★	Our Special Education population only had a 23% pass rate on all STAAR exams in 2023.	We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.
4	The percentage of office referrals for Kindergarten students was significantly higher than for other grade levels.	Teachers have a lack of understanding of the campus behavior plan and how to implement individualized behavior plans for students.

★ = Priority

Student Learning

Summary

Otis Brown Elem. has shown growth each year as reported by the STAAR growth. Our school met all targets related to Student Growth and ELP status. Our 2024-25 preliminary STAAR performance is as follows:

2024-25 Student Achievement STAAR Performance: Approaches: 31%, Meets: 11%, Masters: 4%

ELA: 69%, Mathematics: 71%, Science: 50%

School Progress: Economically Disadvantaged: 99.7%, STAAR Performance: 66%

Closing the Gaps: Closing the Gaps Score: 83 points

Strengths

- Brown Elementary has shown progress compared to 22-23 school year.
- Our overall Meets and Masters percentages for Reading, Math and Science went from 30% to 34%.
- Students make consistent progress due to interventions and strategic planning from teachers to target interventions and goals.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students scored lower overall in Reading than in Math on the STAAR assessment.	Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.
2	Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY.	Teachers lack training to understand how to implement their literacy lessons effectively.
3	Students scored considerably lower in Science (50%) than in Reading (69%) or Math (71%).	Teachers lack training in how to implement small group instruction to close gaps within the instructional block.
4	Bilingual Pre-K students underperformed Monolingual students in early literacy skills.	Teachers lack understanding for tracking student progress.

★ = Priority

School Processes & Programs

Summary

At Otis Brown, we focus on the growth of our students and teachers through both of our programs and processes. We focus on teaching and learning by supporting individual coaching, Professional Learning Communities, and putting instructional best practices in place (School Instructional Non-Negotiables). We create and provide targeted trainings in the area of data-driven instruction, guided reading, and guided math groups. Feedback and support are provided as a result of the ongoing analysis to increase student achievement. This year, Brown will begin implementing the Texas Education Agency (TEA) recommended Eureka and Amplify curriculums for Math and Reading Language Arts respectively.

Our campus targets developing talent from within. We have developed a framework that outlines responsibilities so that everyone knows their role and is able to fulfill it. These roles and responsibilities are shared with the entire staff for clarity and transparency. Other programs and processes in place at our campus include, but are not limited to: recruiting practices (new teacher mentors and monthly support meetings), student programs, Science Technology Engineering Arts and Math (STEAM), Social Emotional Learning (SEL), classroom management, and a focus on school conditions/planning.

Strengths

At Otis Brown Elementary the growth and development of our educators is our cornerstone.

- We foster and coach our educators on campus non-negotiables (Alignment, DOL, exit ticket, Aggressive Monitoring, DDI).
- Calendars are designed to practice, implement, and observe best practices in action. Educators participate every week in PLC teams focused on identifying essential standards, common assessments, data-driven instruction, and small group instruction designed to grow each student and allowing teachers and staff to work collaboratively to meet various needs of students and increase student achievement.
- We are committed to developing instructional leaders. We expose teachers to different programs based on their goals and professional plans. This includes one-on-one mentoring, increasing teacher participation in developing professional development, and leadership opportunities across the campus. Teachers serve as grade-level chairs, campus ambassadors, and mentors to other staff members.
- We focus on school conditions and scheduling across the campus. Our campus leadership team works closely with team leads to create a master schedule that accounts for all required content minutes. Tier 1 instruction time (60 minutes per content area) is a protected time where students cannot be pulled for additional services. We also prioritize teacher planning time. Teachers receive 55 minutes per day for planning with 50 minutes per week being dedicated to PLC. Brown Elementary also supports student learning by providing before/after school tutoring in grades K-5. Teachers are compensated for tutoring before/after school if they choose to.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.</p>	<p>Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.</p>
<p>2 ★</p> <p>Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.</p>	<p>Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.</p>
<p>3 ★</p> <p>Students who start the year needing Tier 3 instruction are not making adequate progress to close gaps.</p>	<p>Teachers lack an understanding of how to provide differentiated, targeted small-group instruction in the allotted time.</p>

★ = Priority

Perceptions

Summary

At Brown Elementary, our mission is to support our community and create a holistic learning environment that supports Social Emotional Development and Academic Success and Excellence for all students. We support this mission by continuously reflecting on our practices and looking for opportunities for growth. Our goal is to engage all stakeholders including students, families, staff, and community members to ensure we provide the best possible learning experience for our students to set them up for future success.


Strengths

We work to foster student social-emotional well-being through school-wide implementation of Capturing Kids Hearts (CKH) strategies. In addition, we believe in building strong relationships with our families and community. We achieve this through our Parent Center, which hosts parent events, volunteer opportunities, and parenting programs. Moreover, we partner with community members to offer parent programs in different areas such as health, financial literacy, and safety. In the 23-24 school year, we awarded the first "Brown Bear Strong" Scholarship through Irving Schools Foundation (ISF) to honor a graduating high school senior who attended Brown Elementary as a student.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents are not always aware of school events and opportunities for students and families.	We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.
2	Only 5% of parents regularly volunteer at the campus.	Parents are not aware of the campus needs and how to get involved.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our English Learners population only had 64% pass rate on all STAAR exams in 2023.

We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

2
★

Students scored lower overall in Reading than in Math on the STAAR assessment.

Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.

3
★

Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.

Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

4
★

Otis Brown Elementary' s rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%).

Students' attendance has negatively impacted academic achievement.

5
★

Our Special Education population only had a 23% pass rate on all STAAR exams in 2023.

We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

6
★

Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.

Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

7



Parents are not always aware of school events and opportunities for students and families.

We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

8



Students who start the year needing Tier 3 instruction are not making adequate progress to close gaps.

Teachers lack an understanding of how to provide differentiated, targeted small-group instruction in the allotted time.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of PK students who are Proficient in all five (English and Spanish combined) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter, Rapid Vocabulary, Math, Social Emotional, Early Writing Skills.

Evaluation Data Source: Circle data

Strategy 1

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

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

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

Problem Statements: School Processes & Programs 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

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

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

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.

Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Performance Objective 2

Increase the percentage of PK students who are proficient on Phonological Awareness in the Circle assessment from 75% to 85% by May 2026.

Evaluation Data Source: Circle Assessment

Strategy 1

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

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

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

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

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

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

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.

Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Reading from 43% to 53%.

Evaluation Data Source: STAAR

Strategy 1

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

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

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

Funding Sources: 211 - Title I-A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

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

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

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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

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

Staff Responsible for Monitoring: Administration Team, Academic Specialist

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students scored lower overall in Reading than in Math on the STAAR assessment.

Students scored lower overall in RLA due to the increased use of technology-based instruction and less writing application.

Performance Objective 4 High Priority HB3 Goal

Increase the percentage of 3rd-5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% in 2024-25 to 55% by May 2026.

Evaluation Data Source: MAP data

Strategy 1

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

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

Staff Responsible for Monitoring: Teachers, Paraprofessionals.

Problem Statements: Demographics 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

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

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

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our English Learners population only had 64% pass rate on all STAAR exams in 2023.

We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

Performance Objective 5

Increase the percentage of K-2 students who meet or exceed expected growth on Math MAP from 52% to 62% by May 2026.

Evaluation Data Source: MAP

Strategy 1

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

Strategy's Expected Result/Impact: Increased MAP Scores

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

Problem Statements: School Processes & Programs 2

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration Team and Instructional Team.

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

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

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

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

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.

Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Performance Objective 6 **High Priority** **HB3 Goal**

Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Math from 39% to 49% by May 2026.

Evaluation Data Source: STAAR

Strategy 1

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

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

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

Problem Statements: School Processes & Programs 2

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration Team and Instructional Team.

Problem Statements: School Processes & Programs 1, 3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

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

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

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

TEA Priorities: Build a foundation of reading and math

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Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student foundational skills are lacking or not present and limits student learning and growth across Reading standards.	Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.
2	Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.	Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.
3	Students who start the year needing Tier 3 instruction are not making adequate progress to close gaps.	Teachers lack an understanding of how to provide differentiated, targeted small-group instruction in the allotted time.

Performance Objective 7 High Priority

Increase the percentage of 3-5 students who MEET exceed expected growth on MATH MAP from 67% to 77% by May 2026.

Evaluation Data Source: Math MAP

Strategy 1

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

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

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

Problem Statements: Demographics 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration Team and Instructional Team.

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 3

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

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

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

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Our Special Education population only had a 23% pass rate on all STAAR exams in 2023.

We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

Goal 2

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

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 9.5% to 6% by May 2026.

Strategy 1

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

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

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

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

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

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

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 96.6% to 95.1%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%).

Students' attendance has negatively impacted academic achievement.

Goal 3

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

Performance Objective 1

Host at least 5 campus-wide parent involvement activities during the 2025-2026 school year.

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

Strategy 1

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

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

Staff Responsible for Monitoring: Parent Liaison, counselors,

Problem Statements: Perceptions 1

Formative Reviews

November

February

April

July

Strategy 2

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

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

Staff Responsible for Monitoring: Counselors Parent Liaison

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

July

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents are not always aware of school events and opportunities for students and families.

We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

Performance Objective 2

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

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

Strategy 1

Teachers send home QR codes to families to join ClassDojo.

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

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

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

July

Strategy 2

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

Strategy's Expected Result/Impact: Increase parent engagement

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

Problem Statements: Perceptions 1

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

February

April

July

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents are not always aware of school events and opportunities for students and families.

We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.



State Compensatory Education

State Compensatory

Budget for Brown Elementary School

Total SCE Funds: \$60,000.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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

Personnel for Brown Elementary School

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



Title I Summary

Title I

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

1.1 Description of CNA Process

Brown Elementary School engaged in a **comprehensive needs assessment (CNA) process** beginning in **May 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, EB coach, 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 Bowie’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

Brown 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 12, 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 Brown 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 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)

Brown Elementary School engaged a wide range of stakeholders in the development of the **2025–2026 Campus Improvement Plan**.

- **Campus staff**, including teachers from all core content areas and electives, team leads, 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, AVID, and administration. Members included:
 - Mariana Gomez, Principal
 - Ludivina Hernandez, PK Lead
 - Beverly Hearn, Kinder Lead
 - Haley Wolf, Assistant Principal
 - Hilary Coon, Academic Specialist
 - Anette Villalvazo, SPED Lead
 - Yolanda Gonzalez, 1st Lead
 - Jovany Rodriguez, 2nd Lead
 - Bianca Zambrano, 3rd Lead
 - Holly Koch, 4th Lead
 - Daniela Martinez-Reyes, 5th Lead
 - Brandi Minter, Specials Lead
 - Christina Holt, Assistant Principal
- Jessoca Kuo, Interventionist
- Alina Karam, Interventionist
 - Griselda Zamarripa, Counselor
 - Aimee, Jones, Counselor
 - Kyle MacDougall, 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 Brown 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** and highlighted in the **Brown 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

Brown 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

Name	Position	Program	FTE
Alina Karam	Interventionist	Interventionist	1

Hilary Coon	Academic Specialist	Academic Specialist	1
Jessica Kuo	Interventionist	Interventionist	1
Maria Mancillas	Parent Liaison	Parent Liaison	1



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

