

Irving Independent School District



Davis Elementary School

2025-2026 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority

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

Evaluation Data Source: Circle Progress Monitoring Pre-K School Benchmark Report (English & Spanish)

Strategy 1

Designate structured center time for English and Spanish literacy and math skills, using small groups based on student data from Circle assessments (e.g., Rapid Vocabulary, Math concepts). Centers will include letter/number naming, oral vocabulary games, shape recognition, and emergent writing practice in both languages.

Strategy's Expected Result/Impact: Increase in student engagement and focused instruction on specific skill gaps.

Expected 5-7% improvement in Rapid Letter Naming, Rapid Vocabulary, and Math indicators across both English and Spanish assessments.

Stronger foundational literacy in both languages supports later dual-language success.

Staff Responsible for Monitoring: PK Teachers, Bilingual/ESL Interventionist, Instructional Coach (Early Childhood Focus), PK Paraprofessionals

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Host monthly bilingual family workshops focused on demonstrating simple, hands-on activities that build early literacy, vocabulary, math, and social-emotional skills. Provide take-home learning kits aligned to Circle indicators.

Strategy's Expected Result/Impact: Increased parental involvement and reinforcement of key skills at home.

Boost in Social-Emotional and Early Writing skills, particularly for students needing additional support.

Addresses root causes related to parent awareness identified in the CNA (e.g., lack of understanding of PK curriculum impact).

Staff Responsible for Monitoring: Parent Liaison, PK Teachers, Assistant Principal (Family Engagement Oversight), Literacy Coach

Problem Statements: Demographics 1 - Perceptions 3

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Attendance has not rebounded to pre-pandemic levels (95.1% in 2024-25 vs. 97% pre-pandemic), with 10% of students chronically absent. PK-2 students show the highest chronic absenteeism.	Families lack understanding of how early absences affect foundational learning and long-term achievement.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).	Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English literacy transitions.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students (reflected in low MAP growth percentages and STAAR performance).	Tier 2 and Tier 3 interventions are not consistently aligned to the rigor of TEKS or progress-monitored for effectiveness.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Despite various events and opportunities for parental and community involvement, only 59% of parents receive information on how to support their students at home.	Teachers and staff have not used a common communication method (Kininvolved).

Performance Objective 2 High Priority

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 79% to 84% by May 2026. Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 59% to 64% by May 2026.

Evaluation Data Source: Circle Progress Monitoring Pre-K School Benchmark Report (English & Spanish)

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Embed focused phonological awareness instruction into daily shared reading and interactive read-alouds in English. Teachers will use high-quality children's literature and explicit questioning to model and practice skills such as rhyming, syllable segmentation, and beginning sounds. Instruction will follow a scope and sequence aligned to Circle components and include quick exit checks.

Strategy's Expected Result/Impact: Provides consistent and engaging practice that connects phonological awareness to meaningful literacy experiences.

Supports mastery of Circle English indicators, particularly for students who are on the cusp of proficiency.

Expected to move at least 5% more students into the "On Track" range by May 2025 (from 79% to 84%).

Staff Responsible for Monitoring: PK Teachers (English instruction), Literacy Coach (Early Literacy), Admin

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement a 10-15 minute daily routine in Spanish focusing on rhyming, syllabication, alliteration, and sound discrimination. Incorporate multisensory tools like clapping, picture cards, and movement-based activities that reinforce Spanish phonological structures.

Strategy's Expected Result/Impact: Reinforcement of foundational skills in a developmentally appropriate way will boost students' engagement and retention.

Anticipated increase in performance particularly in syllable segmentation and rhyming tasks on the Circle assessment.

Expected 5-8% growth in phonological awareness proficiency by May 2025.

Staff Responsible for Monitoring: PK Bilingual Teachers, Bilingual Instructional Coach, Administrators

Problem Statements: Student Learning 1

Title I: 2.5.2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).

Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English literacy transitions.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Instructional practices are inconsistent across grade levels, particularly in the implementation of Tier 1 instruction and intervention supports.

Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

Performance Objective 3 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 32 % to 39% by May 2026. Increase the percentage of Hispanic students from 30% to 36% by May 2026.

Evaluation Data Source: Data Source: Based on combined 2025 MEETS percentages from each grade:

3rd: 25% to 35%

4th: 39% to 49%

5th: 37% to 47%

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Use STAAR and MOY/EOY benchmark data to group students scoring below MEETS into focused, skill-based intervention groups. Groups will meet 3-4 times weekly during WIN (What I Need) time or extended day blocks with lesson plans tied to STAAR essential standards.

Strategy's Expected Result/Impact: More students move from Approaches to Meets through intentional reteaching and high-leverage instructional routines.

Supports both overall student performance and closing achievement gaps for Hispanic students.

Staff Responsible for Monitoring: Classroom Teachers (3-5), Reading Interventionists, Academic Specialist, Admin and Testing Coordinator (for progress monitoring)

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 2, 3

Funding Sources: Interventionist (1 Reading and 1 Math) 211 - Title I-A, \$155,248, Reading and Math Tutors (1 Reading and 1 Math) 211 - Title I-A, \$34,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Implement grade-level classroom libraries and weekly reading tasks using texts aligned to students' backgrounds and academic gaps (e.g., bilingual texts, multicultural protagonists, nonfiction on student interests). Emphasis on inferencing, summarizing, and academic vocabulary.

Strategy's Expected Result/Impact: Increased engagement and comprehension stamina among Hispanic and Economically Disadvantaged students.

Helps improve performance for students currently close to Meets, especially Hispanic students.

Staff Responsible for Monitoring: ELAR Teachers, Librarian/Media Specialist, Instructional Coaches (Literacy Focus), Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Strategy 3  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Hold monthly grade-level collaborative team data meetings to analyze common assessment data, STAAR-aligned CFAs, and adjust Tier 1 and Tier 2 instruction. Teachers conference with students each month to review progress toward Meets/Masters goals.

Strategy's Expected Result/Impact: More immediate instructional adjustments.

Builds ownership of progress among students and sharpens teacher response.

Staff Responsible for Monitoring: Principal/AP, Academic Specialist, All ELAR Teachers

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).	Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English literacy transitions.
2 Across 3rd-5th, only 19-21% of students scored at the Meets level in Math on STAAR 2025	Gaps in numeracy foundations and problem-solving strategies, compounded by limited interventions aligned to grade-level TEKS.
3 Only 9% Meets and 5% Masters in 5th grade Science STAAR.	Insufficient vertical alignment and lack of hands-on inquiry-based science instruction in earlier grades.
4 Only 34% of students met growth projections on MAP Math in 2024-25.	Instruction is not consistently accelerating growth for below-grade-level students; Tier 2/Tier 3 interventions are not closing gaps fast enough.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional practices are inconsistent across grade levels, particularly in the implementation of Tier 1 instruction and intervention supports.	Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

2

While Davis uses multiple assessments (STAAR, MAP, mClass, Circle), teachers are not consistently leveraging this data to adjust instruction and close gaps.

Limited training on how to integrate multiple data sources into lesson planning and intervention cycles.

3

RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students (reflected in low MAP growth percentages and STAAR performance).

Tier 2 and Tier 3 interventions are not consistently aligned to the rigor of TEKS or progress-monitored for effectiveness.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Inconsistency in classroom management and learning experiences between different classrooms, leading to varied levels of student stress and engagement.

There is not a schoolwide discipline management system in place.

Performance Objective 4 High Priority

Increase the percentage of 3rd-5th grade students who Meet or Exceed expected performance on STAAR Math (English/Spanish combined) from 20% in 2025 to 30% by May 2026. Increase the percentage of 4th grade students who Meet or Exceed expected performance on STAAR Math (English/Spanish combined) from 21% in 2025 to 31% by May 2026.

Evaluation Data Source: Data Source (2025 STAAR Math "Meets" %):

- 3rd Grade: 20%
- 4th Grade: 21%
- 5th Grade: 19%

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Use weekly formative assessments (e.g., campus CFAs, district benchmarks) to identify students below Meets. Schedule targeted reteach groups during math block and coordinate push-in from math intervention staff during Tier 2/3 time.

Strategy's Expected Result/Impact: Provides personalized instruction to close conceptual gaps.

Increases percentage of students transitioning from Approaches to Meets.

Strategic impact on historically underperforming subgroups.

Staff Responsible for Monitoring: Math Interventionists, Math Teachers, Academic Specialist, Administrators

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

Funding Sources: Interventionists (1 Reading and 1 Math) 211 - Title I-A, \$155,248, Tutors (1 Reading and 1 Math) 211 - Title I-A, \$34,000

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Using Read, Draw, Write strategies teachers will integrate weekly real-world problem-solving tasks that incorporate math vocabulary development, especially for EB and bilingual students. Tasks will include sentence stems, graphic organizers, and opportunities for academic discussion.

Strategy's Expected Result/Impact: Improves students' ability to process and respond to word problems.

Supports language acquisition and comprehension of test questions.

Particularly effective for increasing Meets performance in bilingual and Hispanic subgroups.

Staff Responsible for Monitoring: Bilingual/ESL Math Teachers, Math Interventionist, Academic Specialist, Administrators

Problem Statements: Student Learning 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Teachers will implement 5-10 minute fluency warm-ups focused on high-leverage Readiness standards and problem-solving strategies. Items will rotate through STAAR-tested concepts and include student explanation components to develop math discourse and reasoning.

Strategy's Expected Result/Impact: Strengthens retention of previously taught concepts and boosts math fluency.

Prepares students for multi-step STAAR question formats.

Expected to improve Meets+ performance by targeting mid-level performers.

Staff Responsible for Monitoring: Math Classroom Teachers (3-5), Math Instructional Coach, Academic Specialist, Administrators

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Deliver daily structured targeted phonics routines (e.g., blending, segmenting, decoding). Teachers will align lessons with Core Phonics skill deficits and include comprehension checks using grade-appropriate leveled readers in English and Spanish.

Strategy's Expected Result/Impact: Improved decoding and fluency skills will drive students from "Below Benchmark" to "On or Above Benchmark."

Strong impact on English mClass scores across K-2.

Builds biliteracy when mirrored in Spanish (Lectura).

Staff Responsible for Monitoring: K-2 Classroom Teachers, Reading Interventionist, Academic Specialist, Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Implement biweekly Core Phonics skill checks using our spreadsheet. Use results to adjust groupings and reteach foundational reading skills in small groups within 3-5 school days.

Strategy's Expected Result/Impact: Immediate reteach ensures skill gaps are addressed before widening.

Prevents regression and supports sustained growth for struggling readers.

Especially effective for closing gaps in English mClass growth.

Staff Responsible for Monitoring: K-2 Reading Teachers, Reading Interventionist, Academic Specialist, Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).	Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English literacy transitions.
2	Across 3rd-5th, only 19-21% of students scored at the Meets level in Math on STAAR 2025	Gaps in numeracy foundations and problem-solving strategies, compounded by limited interventions aligned to grade-level TEKS.
4	Only 34% of students met growth projections on MAP Math in 2024-25.	Instruction is not consistently accelerating growth for below-grade-level students; Tier 2/Tier 3 interventions are not closing gaps fast enough.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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1

Instructional practices are inconsistent across grade levels, particularly in the implementation of Tier 1 instruction and intervention supports.

Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

2

While Davis uses multiple assessments (STAAR, MAP, mClass, Circle), teachers are not consistently leveraging this data to adjust instruction and close gaps.

Limited training on how to integrate multiple data sources into lesson planning and intervention cycles.

3

RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students (reflected in low MAP growth percentages and STAAR performance).

Tier 2 and Tier 3 interventions are not consistently aligned to the rigor of TEKS or progress-monitored for effectiveness.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Inconsistency in classroom management and learning experiences between different classrooms, leading to varied levels of student stress and engagement.

There is not a schoolwide discipline management system in place.

Performance Objective 5 High Priority

Increase the percentage of Kindergarten-Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 34% in 2025 to 44% by May 2026. Increase the percentage of 2nd Grade students from 30% to 40% by May 2026.

Evaluation Data Source: 2025 Math MAP Performance:

Kindergarten: 39%

1st Grade: 38%

2nd Grade: 30%

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will analyze MAP growth strand data and use small-group time to address specific skill gaps (e.g., number sense, operations). Groups will be flexible and updated biweekly based on student progress.

Strategy's Expected Result/Impact: Personalized instruction will address conceptual gaps and accelerate growth.

Supports students falling short of expected growth by increasing time on essential skills.

Especially helps 2nd grade, which had the lowest growth (22%).

Staff Responsible for Monitoring: K-2 Math Classroom Teachers, Math Interventionist, Instructional Leadership Team, Administrators

Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Implement Read, Draw, Write routine that models problem-solving strategies using visual models and sentence stems. Emphasize vocabulary development and math talk in both English and Spanish.

Strategy's Expected Result/Impact: Builds conceptual understanding and fluency across language backgrounds.

Improves ability to reason through multi-step MAP problems.

Boosts performance for bilingual and EB students.

Staff Responsible for Monitoring: K-2 Math Classroom Teachers, Math Interventionist, Instructional Leadership Team, Administrators

Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Facilitate monthly data meetings for teachers to analyze MAP learning continuum data. Teachers will conference with students to track goals using kid-friendly MAP trackers and celebrate growth.

Strategy's Expected Result/Impact: Strengthens instructional precision and student ownership.

Encourages reflection and motivation toward individual math growth goals.

Reinforces a data-driven culture in K-2.

Staff Responsible for Monitoring: K-2 Math Classroom Teachers, Math Interventionist, Instructional Leadership Team, Administrators

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).	Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English literacy transitions.
2	Across 3rd-5th, only 19-21% of students scored at the Meets level in Math on STAAR 2025	Gaps in numeracy foundations and problem-solving strategies, compounded by limited interventions aligned to grade-level TEKS.
3	Only 9% Meets and 5% Masters in 5th grade Science STAAR.	Insufficient vertical alignment and lack of hands-on inquiry-based science instruction in earlier grades.
4	Only 34% of students met growth projections on MAP Math in 2024-25.	Instruction is not consistently accelerating growth for below-grade-level students; Tier 2/Tier 3 interventions are not closing gaps fast enough.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While Davis uses multiple assessments (STAAR, MAP, mClass, Circle), teachers are not consistently leveraging this data to adjust instruction and close gaps.	Limited training on how to integrate multiple data sources into lesson planning and intervention cycles.
3	RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students (reflected in low MAP growth percentages and STAAR performance).	Tier 2 and Tier 3 interventions are not consistently aligned to the rigor of TEKS or progress-monitored for effectiveness.

Performance Objective 6 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20% to 25% by May 2026. Increase the percentage of Hispanic students from 22% to 30% by May 2026.

Evaluation Data Source: Data Source: STAAR Math % Meets and Above
3rd Grade: 20%
4th Grade 21 %
5th Grade 19%

Overall Hispanic 22%

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Identify Hispanic and other students who scored at Approaches but are close to Meets on the 2025 STAAR Math. Implement weekly small-group acceleration sessions focusing on Readiness Standards and question analysis using STAAR-aligned tasks.

Strategy's Expected Result/Impact: Increases the number of students moving from Approaches to Meets.

Targets mid-performing students with the highest potential for growth.

Specifically addresses the 8% growth target for Hispanic students.

Staff Responsible for Monitoring: Math Teachers, Math Interventionist, Academic Specialist, Administrators

Problem Statements: Student Learning 2, 3, 4

Funding Sources: Interventionist (1 Reading and 1 Math) 211 - Title I-A, \$155,248, Tutors (1 Reading and 1 Math) 211 - Title I-A, \$34,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2

Integrate real-world, culturally responsive math tasks that connect to students' experiences and promote collaborative problem-solving. Use sentence stems, visuals, and bilingual supports to increase access for Emergent Bilingual and Hispanic students.

Strategy's Expected Result/Impact: Improves comprehension and engagement with complex math tasks.

Builds confidence and conceptual understanding for Hispanic students.

Supports deeper learning and readiness for Meets-level STAAR questions.

Staff Responsible for Monitoring: Bilingual Math Teachers, Math Interventionist, Academic Specialist, Administrators

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 Across 3rd-5th, only 19-21% of students scored at the Meets level in Math on STAAR 2025</p>	<p>Gaps in numeracy foundations and problem-solving strategies, compounded by limited interventions aligned to grade-level TEKS.</p>
<p>3 Only 9% Meets and 5% Masters in 5th grade Science STAAR.</p>	<p>Insufficient vertical alignment and lack of hands-on inquiry-based science instruction in earlier grades.</p>
<p>4 Only 34% of students met growth projections on MAP Math in 2024-25.</p>	<p>Instruction is not consistently accelerating growth for below-grade-level students; Tier 2/Tier 3 interventions are not closing gaps fast enough.</p>

Performance Objective 7 High Priority

Increase the percentage of 3rd-5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 42% in 2025 to 52% by May 2026. Increase the percentage of 5th grade students from 34% to 44% by May 2026.

Evaluation Data Source: Data Source: 2025 Math MAP

3rd Grade: 46%

4th Grade: 34%

5th Grade: 47%

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Identify students close to meeting their MAP growth projection and provide weekly small-group support focusing on high-impact skills such as place value, multi-step problem solving, and operations.

Strategy's Expected Result/Impact: Improves targeted skill mastery and test-taking confidence.

Increases number of students meeting their projected RIT growth.

Supports both general population and subgroup performance (e.g., EB, Hispanic students).

Staff Responsible for Monitoring: 3-5 Math Teachers, Math Interventionist, Academic Specialist, Administrators

Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Use MAP reports to guide teacher data talks and student goal-setting conferences. Students track their growth using visual trackers and set monthly improvement targets aligned with MAP skills.

Strategy's Expected Result/Impact: Promotes student ownership and teacher data fluency.

Drives classroom adjustments and individual progress.

Encourages motivation and supports students falling short of their projected growth.

Staff Responsible for Monitoring: Math Teachers, Administrators, Academic Specialist, Interventionist

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 32-42% of Kinder and 2nd grade students met mClass English benchmarks in 2025 (declines from 2023).

Inconsistent early phonics/decoding instruction in English and limited alignment between Spanish and English

literacy transitions.

2

Across 3rd-5th, only 19-21% of students scored at the Meets level in Math on STAAR 2025

Gaps in numeracy foundations and problem-solving strategies, compounded by limited interventions aligned to grade-level TEKS.

3

Only 9% Meets and 5% Masters in 5th grade Science STAAR.

Insufficient vertical alignment and lack of hands-on inquiry-based science instruction in earlier grades.

4

Only 34% of students met growth projections on MAP Math in 2024-25.

Instruction is not consistently accelerating growth for below-grade-level students; Tier 2/Tier 3 interventions are not closing gaps fast enough.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Instructional practices are inconsistent across grade levels, particularly in the implementation of Tier 1 instruction and intervention supports.

Lack of campus-wide fidelity to core instructional frameworks and uneven professional development follow-through.

2

While Davis uses multiple assessments (STAAR, MAP, mClass, Circle), teachers are not consistently leveraging this data to adjust instruction and close gaps.

Limited training on how to integrate multiple data sources into lesson planning and intervention cycles.

3

RTI and intervention systems are not effectively accelerating growth for at-risk and below-grade-level students (reflected in low MAP growth percentages and STAAR performance).

Tier 2 and Tier 3 interventions are not consistently aligned to the rigor of TEKS or progress-monitored for effectiveness.

Performance Objective 7 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Inconsistency in classroom management and learning experiences between different classrooms, leading to varied levels of student stress and engagement.

There is not a schoolwide discipline management system in place.

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

Teacher retention will increase from 78% in 2025 to 85% in 2026

Evaluation Data Source: Ondata Suite Staff Retention dashboard

Strategy 1

Implement monthly listening sessions or anonymous feedback check-ins where teachers can share concerns, celebrate successes, and propose solutions. Campus leadership will review trends and respond with visible follow-up actions (e.g., adjustments to duty schedules, planning time, or support resources).

Strategy's Expected Result/Impact: Builds trust and responsiveness between staff and administration.

Reduces burnout and improves staff morale by making teachers feel heard and valued.

Supports retention by addressing key factors that contribute to teacher departure.

Staff Responsible for Monitoring: Principal and Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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

Performance Objective 1 ✔ High Priority

Decrease the number and percentage of students who are chronically absent from 10% to 7% by May 2026. Decrease the number and percentage of African American students who are chronically absent from 12.1% to 8% by May 2026.

Evaluation Data Source: Cognos Report ATT1080, R97 in Decision Ed

Strategy 1

Identify students with 5+ absences by October and assign them a mentor (staff member or administrator) who conducts weekly check-ins, celebrates attendance milestones, and partners with families for early intervention. The program includes monthly "Bruin Attendance Champions" recognition and family support referrals as needed.

Strategy's Expected Result/Impact: Builds strong adult-student relationships that increase student motivation to attend.

Provides early, personalized support before absences become chronic.

Specifically addresses higher absenteeism rates among African American students by increasing adult engagement and culturally responsive connection.

Staff Responsible for Monitoring: Attendance Clerk, Administrators, and Counselors

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Attendance has not rebounded to pre-pandemic levels (95.1% in 2024-25 vs. 97% pre-pandemic), with 10% of students chronically absent. PK-2 students show the highest chronic absenteeism.

Families lack understanding of how early absences affect foundational learning and long-term achievement.

Performance Objective 2

Decrease the percentage of in- and out-of-school suspensions for African American students that are disproportionately referred for disciplinary action from 24.4% to 15% by May 2026. Decrease the number of discretionary referrals for African American students from 24.4% to 15% by May 2026.

Evaluation Data Source: On Data suite Discipline Data Analysis folder #6 and #7

Strategy 1

Train teachers and support staff in using restorative circles and reflection tools as first responses to non-violent behavior. Prioritize implementation in classrooms or grade levels with higher discretionary referrals for African American students. Include biweekly administrative review of referral data to ensure consistency and equity in discipline practices.

Strategy's Expected Result/Impact: Reduces reactive discipline and promotes student voice and accountability.

Increases classroom inclusion and reduces repeat behaviors.

Specifically decreases suspensions and discretionary referrals for African American students by addressing bias and emphasizing relationship-centered correction.

Staff Responsible for Monitoring: Administrators, Counselors, and Classroom Teachers

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture