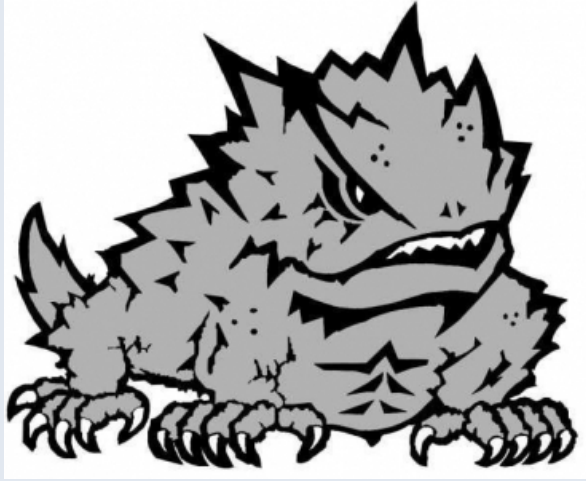


Irving Independent School District



Thomas Haley Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

We pledge to motivate, support, and inspire, all!

Vision

Learning today, leading tomorrow.

Value Statement

Core Values

- We will do whatever it takes to ensure that "ALL" students learn at a high level.
- We believe that building relationships are imperative to academic success.
- All students and staff should feel safe, positive, and supported at T.H.E.
- We will respect all members of our learning community and support the belief that all means all.
- We will provide students with the tools needed to become lifelong learners and achievers!

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Comprehensive Needs Assessment

Demographics

Summary

Summary:

- Enrollment: 793 students; 362 in Grades 3–12
- Economically Disadvantaged: 83.1%
- Ethnic Breakdown: 44.7% Hispanic, 35.1% African American, 10% Asian
- Mobility: 26% (above district average)
- Attendance: 95.2% overall; lowest in Kindergarten (93.1%)
- Discipline: 242 referrals; 62% from 2nd and 3rd grade; 64% of referrals from Black students

Strengths:

- High PreK attendance and readiness
- Strong bilingual programming and diversity

Problem Statement: Disproportionate discipline referrals and high mobility may impact academic and behavioral outcomes for key student groups.

Strengths

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- High PreK attendance and readiness
- Strong bilingual programming and diversity

Problem Statement: Disproportionate discipline referrals and high mobility may impact academic and behavioral outcomes for key student groups.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

★ = Priority

Student Learning

Summary

- 2025 Accountability Ratings:
 - Domain I (Student Achievement): 58
 - Domain II-A (Academic Growth): 71
 - Domain II-B (Relative Performance): 60
 - Domain III (Closing the Gaps): 72
 - Overall Score: 71 → Letter Grade: C
- STAAR Domain I Performance:
 - All Students: 57% Approaches | 31% Meets | 12% Masters
 - Reading: 62% Approaches | 34% Meets | 12% Masters
 - Math: 57% Approaches | 33% Meets | 13% Masters
 - Science: 38% Approaches | 12% Meets | 5% Masters
- MAP Growth:
 - Math: Growth below projections in Grades 1–4; Grade 5 showed improvement
 - Reading: Spanish Reading growth strong (Grades 3–5: 70–80% met growth targets)
- mClass (K–2): 50% at/above grade level in DIBELS; 36% well below

Based on the 2025 STAAR Domain I data, here’s a deeper look at subpopulation performance across Reading, Math, and Science at the Approaches, Meets, and Masters levels:

Reading Performance by Subpopulation

Subpopulation	Approaches	Meets	Masters
All Students	62%	31%	12%
African American	67%	27%	14%
Hispanic	56%	28%	7%
White	67%	27%	11%
Asian	43%	30%	0%
EB/EL	61%	23%	11%

Disadvantaged	58%	1%	10%
Special Ed	43%	1%	14%

Insights:

- African American and White students outperform the campus average at all levels.
- Asian students show lower performance in Reading, especially at Meets and Masters.
- EB/EL and Econ Disadvantaged students are close to the campus average.

Math Performance by Subpopulation

Subpopulation	Approaches	Meets	Masters
All Students	57%	1%	13%
African American	61%	5%	11%
Hispanic	50%	1%	6%
White	56%	1%	13%
Asian	57%	1%	14%
EB/EL	56%	2%	12%
Disadvantaged	51%	1%	10%
Special Ed	37%	5%	11%

Insights:

- White students lead in Meets and Masters.
- Hispanic and Special Ed students trail significantly in Meets and Masters.
- EB/EL students are near the campus average.

Science Performance by Subpopulation

Subpopulation	Approaches	Meets	Masters
All Students	38%	12%	5%
African American	31%	15%	8%
Hispanic	33%	0%	0%

White	57%	14%	14%
Asian	0%	0%	0%
EB/EL	37%	11%	4%
Econ Disadvantaged	29%	7%	2%
Special Ed	8%	0%	0%

Insights:

- Science is the lowest-performing subject overall.
- White students outperform all other groups.
- Special Ed and Asian students show the greatest need for support.

Strengths

- Academic growth (Domain II-A) and closing gaps (Domain III) are stronger than achievement
- Spanish Reading MAP growth is a highlight
- Asian and Pacific Islander students outperform in STAAR; Continuously Enrolled students show stronger outcomes

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.
2★ Student engagement was low and not intentionally planned for during Tier I instruction.	Lack of intentional planning for engagement strategies during lesson internalization. Limited professional development focused on student ownership of learning. Engagement not seen as a key accountability metric during walkthroughs or coaching.
3★ Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions	New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.
4★ RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.	RTI seen as a remedial-only block, rather than a time for both intervention and extension. Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.
5★ Only 52% of students in grades K-2 performed at on grade level or above.	Teachers have not received sufficient training or support in utilizing mClass intervention tools effectively.

★ = Priority

School Processes & Programs

Summary

Maintaining a safe and secure environment is a priority. Therefore, Thomas Haley Elementary staff ensures that all visitors check in at the office. We also require all faculty and staff members to wear a district ID at all times and that teachers teach with their classroom doors locked. We also participate in ongoing crisis/emergency training drills in an effort to be prepared in the event of an emergency. The discipline committee continues to implement the Positive Behavior Intervention Support (PBIS) and CHAMPS as our school-wide discipline plan. The teachers use eSchool to document classroom incidents rather than writing a referral, which provides documentation when a behavior intervention is needed. Safety protocols have also been embedded into the school day (including arrival, lunch, transition, and dismissal protocols). In past years, the implementation of PBIS and CHAMPS, we have resulted in a reduction in the number of discipline referrals. The number of referrals decreased from 369 in 2023-2024 to 249 in the 2024-2025 school year. All staff members were trained in RISE training; students conducted tiered offense-appropriate responses and the MTSS process. 2B: Eco Disc 83.9% STAAR (CCMR) 39% Rating Domain 66%. Our 2023-2024 school year goal will be to increase the 2B domain from 66% to 75% by training teachers on strategies to increase lesson delivery and alignment. Our campus has focused on training teachers in the area of unpacking TEKS and building instruction calendars. This focus on purposeful planning should result in aligned objectives, activities, exit tickets and conducting an impactful DDI process that leads to students' success, thus decreasing student behavior.

Strengths

Students and staff members reported feeling safe according to the 2024-2025 climate survey.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Thomas Haley's surveys and end-of-year analysis results concluded that the artifacts that Thomas Haley Elementary submitted show evidence of instructional leaders scheduling time for observation of classroom instruction, PLCs, and key data meetings that are inconsistent.	The responsibilities of instructional leaders are broad and not formally tracked. There are regularly scheduled meetings between the principal and his instructional leaders but no scheduled time to observe them in their most high-leverage, repetitive actions to provide feedback. Additionally, grade-level PLCs meet weekly to discuss instruction and data, but there is no written protocol
2 ★ Campus leaders and teachers have dedicated themselves to meeting and analyzing student data, unpacking standards, and planning interventions. Data-driven practices are found across all content areas and grade levels. Teachers have dedicated time to internalizing lessons and discussing the data and instructional strategies,	There was no evidence the current protocol allows individual teachers to identify the root cause as to why students may not have learned the concept.
3 ★ There is a pattern of student gaps in the areas of math (33% meets and above) and reading (34% meets and above) and teachers are reporting EOY data not always aligning with teacher-created lesson or assessment data throughout the school year.	We are experiencing an increase in novice teachers and no evidence that teacher-created instructional materials or assessments are the highest quality, thus creating unintentional academic gaps.

★ = Priority

Perceptions

Summary

- Climate Survey: 26% of parents do not feel welcome
- Family Engagement: Needs improvement in outreach and inclusion
- Staff: High teacher retention and experience

Strengths

- Stable and experienced staff
- Strong PreK family engagement

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.	A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.
2 ★ Behavior referrals have decreased from 369 to 242 from the 2023-2024 school year to the 2024-2025 school year.	Create clear behavior expectations and parent engagement.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

2
★

Campus leaders and teachers have dedicated themselves to meeting and analyzing student data, unpacking standards, and planning interventions. Data-driven practices are found across all content areas and grade levels. Teachers have dedicated time to internalizing lessons and discussing the data and instructional strategies,

There was no evidence the current protocol allows individual teachers to identify the root cause as to why students may not have learned the concept.

3
★

Behavior referrals have decreased from 369 to 242 from the 2023-2024 school year to the 2024-2025 school year.

Create clear behavior expectations and parent engagement.

4
★

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization. Limited professional development focused on student ownership of learning. Engagement not seen as a key accountability metric during walkthroughs or coaching.

5
★

Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions

New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.

6
★

Thomas Haley's surveys and end-of-year analysis results concluded that the artifacts that Thomas Haley Elementary submitted show evidence of instructional leaders scheduling time for observation of classroom instruction, PLCs, and key data meetings that are inconsistent.

The responsibilities of instructional leaders are broad and not formally tracked. There are regularly scheduled meetings between the principal and his instructional leaders but no scheduled time to observe them in their most high-leverage, repetitive actions to provide feedback. Additionally, grade-level PLCs meet weekly to discuss instruction and data, but there is no written protocol

7
★

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension. Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.

8
★

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

9
★

There is a pattern of student gaps in the areas of math (33% meets and above) and reading (34% meets and above) and teachers are reporting EOY data not always aligning with teacher-created lesson or assessment data throughout the school year.

We are experiencing an increase in novice teachers and no evidence that teacher-created instructional materials or assessments are the highest quality, thus creating unintentional academic gaps.

10
★

Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.

A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.

11
★

Only 52% of students in grades K-2 performed at on grade level or above.

Teachers have not received sufficient training or support in utilizing mClass intervention tools effectively.



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
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

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

- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data

- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1

Increase the percentage of PK students proficient on all 5 CIRCLE indicators (Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing) by 10% in English and 12% in Spanish by May 2026.

Evaluation Data Source: Circle Data, Progress Monitoring Data

Strategy 1

Teachers will focus on fluency development daily and create small groups to support rapid vocabulary and language development.

Strategy's Expected Result/Impact: Students will reach their target Circle goals by end of May 2026 in (Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing) .

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Problem Statements: Student Learning 1, 3, 5

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 3

Teachers will participate in professional development training during In-Service week and after-school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria, data-driven instruction and new curriculum implementation.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: Student Learning 1, 2, 3, 4

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.
Inexperience with adjusting pacing when delivering a new curriculum.
Inadequate prioritization of essential standards during instruction.

2

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization.
Limited professional development focused on student ownership of learning.
Engagement not seen as a key accountability metric during walkthroughs or coaching.

3

Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions

New curriculum focus may have shifted attention away from differentiation.
Teachers are unfamiliar with structuring Tier 2 time based on student data.
Lack of high-leverage routines and materials tailored for small-group intervention.

4

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension.
Teachers are unsure how to use formative data to group students for RTI.
Limited clarity around what effective RTI instruction should look like for all learners.

5

Only 52% of students in grades K-2 performed at on grade level or above.

Teachers have not received sufficient training or support in utilizing mClass intervention tools effectively.

Performance Objective 2

Increase the percentage of PK students proficient in Phonological Awareness from 45% to 60% (English) and from 43% to 58% (Spanish) by May 2026.

Evaluation Data Source: MOY and EOY mClass and Circle data.

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Problem Statements: Demographics 1 - Student Learning 1, 3

Funding Sources: Staffing 211 - Title I-A, \$72

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress	Moderate Progress		
November	February	April	July

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Demographics 1

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress	Considerable Progress		
November	February	April	July

Strategy 3

Teachers will participate in professional development training during In-Service week and after-school PD to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria, data-driven instruction, and new curriculum implementation.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist, District Coordinators, Region 10 and teachers

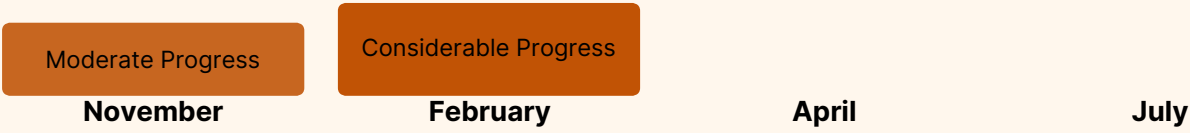
Problem Statements: Student Learning 1, 2, 3, 4

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.
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Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions

New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.

4

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension. Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.

Performance Objective 3

Increase the percentage of students scoring at Meets or above on STAAR Reading from 34% to 44% by May 2026.

Strategy 1

Increase teachers' understanding and usage of essential best practices in literacy instruction (RBIS) through professional learning. Through effective instruction, teachers cultivate increasingly automatic literacy knowledge and skills for all students.

Strategy's Expected Result/Impact: Improved student results and teacher efficacy through the consistent coaching and implementation of embedded RBIS in the HQIM

Staff Responsible for Monitoring: Academic Specialist and District Coordinator

Problem Statements: Student Learning 2, 4

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

Considerable Progress

November

February

April

July

Strategy 2

Ensure that teachers are effectively implementing the use of High-Quality Instructional Materials (HQIM)

Clear curriculum documents that efficiently and effectively communicate the what, when, and how

Professional learning

Walk through documentation on the implementation of Amplify RLA

Targeted support when data shows that implementation is not occurring

Coaching for every teacher as they learn to implement the RBIs in conjunction with the HQIM

Strategy's Expected Result/Impact: Ensure all students have access to high-quality and rigorous grade-level content.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Strategy 3

Embedded Readers'/Writers' Notebook into classroom instructional practices to build reciprocity between reading and writing as well as create a writing-rich culture.

Professional learning surrounding best practices

Learning walks, partnering with campus administrators, to explore the implementation of the RBIS and notebooks

Targeted support when data shows that implementation is not occurring

Strategy's Expected Result/Impact: For student use of the notebook to be an embedded instructional routine yielding the following behaviors relating to reading, writing, listening, and speaking:

Greater stamina and endurance

Elevated and clearer articulation of thoughts and ideas

Deeper thinking and questioning

Expansive inquiry and wonder

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

2

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization.

Limited professional development focused on student ownership of learning.

Engagement not seen as a key accountability metric during walkthroughs or coaching.

4

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension.

Teachers are unsure how to use formative data to group students for RTI.

Limited clarity around what effective RTI instruction should look like for all learners.

Performance Objective 4

Grades 3-5 MAP Growth (Reading, English & Spanish): Increase Meets/Exceeds from current 50% to 60%
K-2 MAP Growth (Reading, English): Increase grade-level proficiency from 50% to 65%

Evaluation Data Source: MAP, DCA, Unit Assessments, Exit Ticket, Core

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

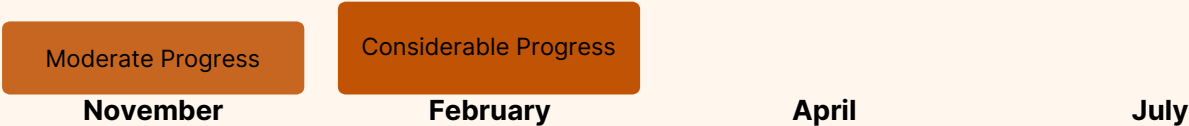
Problem Statements: Student Learning 1, 2, 3

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Considerable Progress

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Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.
Inexperience with adjusting pacing when delivering a new curriculum.
Inadequate prioritization of essential standards during instruction.

2

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization.
Limited professional development focused on student ownership of learning.
Engagement not seen as a key accountability metric during walkthroughs or coaching.

3

Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions

New curriculum focus may have shifted attention away from differentiation.
Teachers are unfamiliar with structuring Tier 2 time based on student data.
Lack of high-leverage routines and materials tailored for small-group intervention.

Performance Objective 5

Increase the percentage of K-2 students who Meet/Exceed expected growth on Math MAP from 40% to 60% by May 2026.

Targeted Student Group: Special Education - increase from 25% to 45%

Evaluation Data Source: MAP, DCA. Unit Assessment, Exit Tickets

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: Staffing 211 - Title I-A, \$72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Student Learning 2, 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: Demographics 1 - Student Learning 2, 4

Funding Sources: Staffing 211 - Title I-A, \$72,000

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.

Inexperience with adjusting pacing when delivering a new curriculum.

Inadequate prioritization of essential standards during instruction.

2

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization.

Limited professional development focused on student ownership of learning.

Engagement not seen as a key accountability metric during walkthroughs or coaching.

3

Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions

New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.

4

RTI time is inconsistently planned and lacks targeted support for students both below and on grade level.

RTI seen as a remedial-only block, rather than a time for both intervention and extension.
Teachers are unsure how to use formative data to group students for RTI. Limited clarity around what effective RTI instruction should look like for all learners.

Performance Objective 6

Increase STAAR Math Grades 3-5: Meets performance from 33% to 43% by May 2026.
Targeted Student Group: Hispanic students - increase from 24% to 34%

Strategy 1

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Problem Statements: Demographics 1 - Student Learning 2, 3

Funding Sources: Staffing 211 - Title I-A, \$72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

Considerable Progress

November

February

April

July

Strategy 2

Teachers will use the curriculum and district-provided materials to identify best practice instructional strategies to impact student achievement and growth.

Strategy's Expected Result/Impact: Student achievement will increase in the areas of math and reading.

Staff Responsible for Monitoring: Teachers, Academic Specialist, Interventionist

Problem Statements: Demographics 1 - Student Learning 2, 3

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student engagement was low and not intentionally planned for during Tier I instruction.	Lack of intentional planning for engagement strategies during lesson internalization. Limited professional development focused on student ownership of learning. Engagement not seen as a key accountability metric during walkthroughs or coaching.
3 Teachers need additional training on how to deliver effective Tier 2 small group and RTI interventions	New curriculum focus may have shifted attention away from differentiation. Teachers are unfamiliar with structuring Tier 2 time based on student data. Lack of high-leverage routines and materials tailored for small-group intervention.

Goal 2

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

Performance Objective 1

We aim to boost our teacher retention rate from 62% to 80% by implementing comprehensive strategies that include coaching, support, ample resources, and professional development,

Evaluation Data Source: Walkthrough Data, Teacher Surveys

Strategy 1

Provide ongoing support for teachers new to teaching and new to the district.

Strategy's Expected Result/Impact: New teachers will feel supported in the use of instructional materials, including the district curriculum as evidenced by campus surveys.

Staff Responsible for Monitoring: Assistant Principal, Academic Specialist, and Curriculum and Instruction Staff

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

Problem Statements: Demographics 1 - Student Learning 2

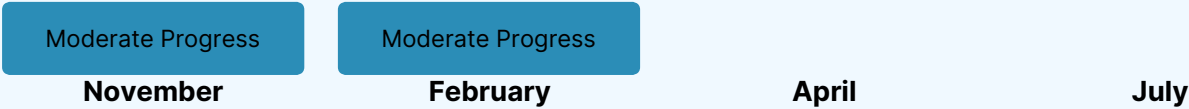
Funding Sources: Staffing 211 - Title I-A, \$72,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 3

Teachers will participate in professional development during In-Service week, receive coaching support for SustainEd and Great Minds, and after-school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: Demographics 1 - Student Learning 1

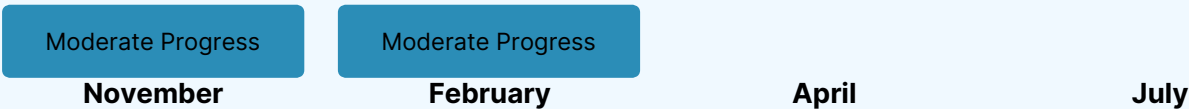
Funding Sources: Staffing 211 - Title I-A, \$72,000

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.	Lack of strategic time management embedded in lesson plans. Inexperience with adjusting pacing when delivering a new curriculum. Inadequate prioritization of essential standards during instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

1

Teachers struggled with lesson pacing, which resulted in missed opportunities for effective Tier 2 small group instruction.

Lack of strategic time management embedded in lesson plans.
Inexperience with adjusting pacing when delivering a new curriculum.
Inadequate prioritization of essential standards during instruction.

2

Student engagement was low and not intentionally planned for during Tier I instruction.

Lack of intentional planning for engagement strategies during lesson internalization.
Limited professional development focused on student ownership of learning.
Engagement not seen as a key accountability metric during walkthroughs or coaching.

Goal 3

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

Performance Objective 1

Thomas Haley will increase teacher retention from 2024-2025, 75% to 80% for the 2025-2026 school year.

Evaluation Data Source: TEA accountability system

Strategy 1

Provide ongoing coaching support and mentorship for teachers new to teaching and new to the district.

Strategy's Expected Result/Impact: New teachers will feel supported in the use of instructional materials, including the district curriculum as evidenced by campus surveys.

Staff Responsible for Monitoring: Assistant Principal, Academic Specialist, and Curriculum and Instruction Staff

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers will participate in collaborative teams to identify essential standards, common assessments, and Tiers I, Tier II, and Tier III instruction designed to grow each student.

Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and SEL. Students will improve in reading, math, and writing due to good Tier I, Tier II, and Tier III instruction.

Staff Responsible for Monitoring: Academic Specialist and Teacher Leads.

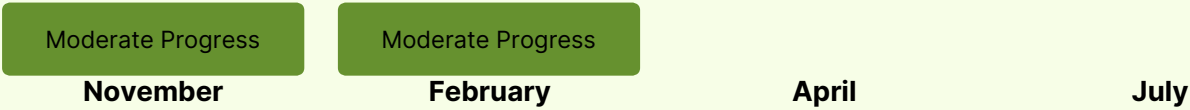
Problem Statements: School Processes & Programs 3 - Perceptions 1

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 3

Teachers will participate in professional development training during In-Service week and after school PD to learn how to create Instructional Planning Calendars, including Unpacked Essential Standards, daily objectives, exit tickets, exemplars, student success criteria and data-driven instruction.

Strategy's Expected Result/Impact: Student classroom performance on daily exit tickets, district assessments, and MAP testing will increase.

Staff Responsible for Monitoring: Academic Specialist and teachers

Problem Statements: School Processes & Programs 3

Funding Sources: Staffing 211 - Title I-A, \$72,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Thomas Haley's surveys and end-of-year analysis results concluded that the artifacts that Thomas Haley Elementary submitted show evidence of instructional leaders scheduling time for observation of classroom instruction, PLCs, and key data meetings that are inconsistent.	The responsibilities of instructional leaders are broad and not formally tracked. There are regularly scheduled meetings between the principal and his instructional leaders but no scheduled time to observe them in their most high-leverage, repetitive actions to provide feedback. Additionally, grade-level PLCs meet weekly to discuss instruction and data, but there is no written protocol

2

Campus leaders and teachers have dedicated themselves to meeting and analyzing student data, unpacking standards, and planning interventions. Data-driven practices are found across all content areas and grade levels. Teachers have dedicated time to internalizing lessons and discussing the data and instructional strategies,

There was no evidence the current protocol allows individual teachers to identify the root cause as to why students may not have learned the concept.

3

There is a pattern of student gaps in the areas of math (33% meets and above) and reading (34% meets and above) and teachers are reporting EOY data not always aligning with teacher-created lesson or assessment data throughout the school year.

We are experiencing an increase in novice teachers and no evidence that teacher-created instructional materials or assessments are the highest quality, thus creating unintentional academic gaps.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.

A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.

Performance Objective 2

Decrease the number and percentage of students who are chronically absent from 18% to 10% by May 2025. Decrease the number and percentage of African-American students from 18 to 10% by May 2025.

Strategy 1

Teachers will use SEL and PBIS strategies to decrease office referrals from 2023-2024 to 2024-2025 school year by 60%

Strategy's Expected Result/Impact: Office referrals will be reduced from 369 in the 2023-2024 school year to at least 199 by the end of the 2024-2025 school year.

Staff Responsible for Monitoring: Teachers, Admin, Counselors

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers and staff members will be trained and leverage the MTSS process to decrease student absences.

Strategy's Expected Result/Impact: Student attendance will increase across campus sub-groups.

Staff Responsible for Monitoring: Admin, Counselors, Teachers

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.	A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.
2	Behavior referrals have decreased from 369 to 242 from the 2023-2024 school year to the 2024-2025 school year.	Create clear behavior expectations and parent engagement.

Performance Objective 3

Decrease the percentage of in and out-of-school suspensions for (add race/gender/programs) students that are disproportionally referred for disciplinary action from 60 % to 40% by May 2025.
Decrease the number of discretionary referrals for African-American students from 68% to 40% by May 2025.

Strategy 1

Teachers will use SEL and PBIS strategies to decrease office referrals from 2024-2025 to 2025-2026 school year year by 30%

Strategy's Expected Result/Impact: Office referrals will be reduced from 242 in the 2024-2025 school year to at least 170 by the end of the 2025-2026 school year.

Staff Responsible for Monitoring: Teachers, Admin, Counselors

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

NovemberFebruaryAprilJuly

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Behavior referrals have decreased from 369 to 242 from the 2023-2024 school year to the 2024-2025 school year.	Create clear behavior expectations and parent engagement.

Performance Objective 4

T. Haley Elementary will create opportunities for families to engage in school events throughout the year, increasing family engagement by 10% by the end of May 2026.

Evaluation Data Source: Create a collaborative rapport with T. Haley families and students.

Strategy 1

Thomas Haley will host 2 parent conferences throughout the school year to ensure parents are informed as to their scholar's performance in school and ways to continue to support learning.

Strategy's Expected Result/Impact: Parents connect with school staff and work collaboratively to encourage high levels of learning.

Staff Responsible for Monitoring: Teachers, administrators, and parents

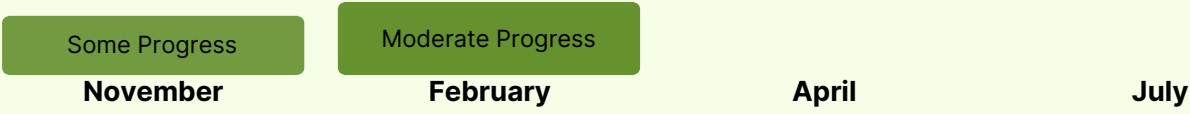
Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews



Strategy 2

Thomas Haley will host at least 4 family engagement events (Literacy Night, Math/Science Night, PTO Night Events, and Multicultural Night) throughout the 25-26 school year to encourage parent-school connectivity and provide take-home instructional strategies and resources.

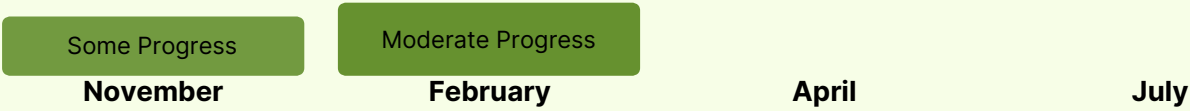
Strategy's Expected Result/Impact: Parents connect with school staff and collaborate to foster high levels of learning.

Staff Responsible for Monitoring: Admin, Teachers and Parents

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

Formative Reviews



Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family perception of school climate needs improvement to foster trust and collaboration, especially among underrepresented groups.	A need for more opportunities to hear teachers' and parents' voices and include them in school operations/educational planning.



State Compensatory Education

State Compensatory

Budget for Thomas Haley Elementary School

Total SCE Funds: \$31,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funds are used to help close the gap in our K-5th grade classes.

Personnel for Thomas Haley Elementary School

Name	Position	FTE
Cammie Caldwell	Paraprofessional	1



Title I Summary

Title I

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

1.1 Description of CNA Process

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

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

1.2 Location for Evidence of Multiple Meetings Held

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

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

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

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

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

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

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

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

2.2 Stakeholders 1114(b)(2)

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

- **Campus Staff:** Teachers from all core content areas and electives, department chairs, interventionists, counselors, and special education staff actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The **Leadership Coalition** served as the primary planning body, ensuring cross-representation of RLA, Math, Science, Social Studies, SPED, counseling, and administration.

Members included:

1. Campus Leadership Team

- Henry Taylor-Principal
Shenia Young Brass-AP
Rosalinda Kitamura-AP
Krystal Nelson-AS
Elisbeth Mallory-Interventionist

2. Grade-Level Teachers

- Jordan Francis-Teacher
Vilori Adams-Teacher
Michelle Fernandez-Teacher
Evelyn Jacobs-Teacher
Tania Zamarron -Teacher
Angelique Mata-Teacher
Howard Levy-Teacher
- Ashley Jackson-Teacher
Filmon Araya-Sped Teacher

3. Support Staff

- Rebecca Newman-Librarian
- Elisabeth Mallory and Velery Monahan-Interventionists

4. Parents & Guardians

- Tiffany McNary-Parent
- Glennette Nelson

5. Community Members

- Local business partners
- Faith-based or nonprofit organization representatives
- Volunteers or mentors

6. District Personnel

- Faranak Delavari-District Coordinator

Stakeholder Roles in CIP Development

- Review and analyze data from assessments, attendance, discipline, and surveys
- Identify campus needs and root causes
- Set goals and strategies aligned with TEA and district priorities
- Monitor progress and provide feedback throughout the year

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

The 2025–2026 Campus Improvement Plan (CIP) is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is posted on the School's website for open access by families and community members.
- Copies are available in the front office upon request
- The plan is written in clear, parent-friendly language. Key sections and summaries are available in English and Spanish, the primary languages of our families, with translation services available upon request for other languages.
- The plan is also shared during parent engagement events and highlighted in the School's Family Newsletter, ensuring families are aware of its availability and purpose.

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

The 2025–2026 Campus Improvement Plan (CIP) was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from Title I, State Compensatory Education (SCE), and general funds are strategically integrated to support academic interventions, extended learning, and family engagement.

In addition, the CIP aligns with:

- Federal Programs:
 - Title I funds support instructional coaching, interventionists, tutoring, Saturday school, and parent engagement.
 - Special Education (IDEA) and EB/Title III resources are integrated to provide scaffolds and language development supports.
- State Programs:
 - State Compensatory Education (SCE) funds are coordinated to provide RTI interventions, instructional software (ST Math, SummitK12, Amira), and extended day programs.
 - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- Local and District Programs:
 - RISE MTSS Framework supports Tier I behavior systems through Classroom Success Plans.
 - Irving Schools Foundation provides financial and resource support (uniforms, food bags, grants)

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

T. Haley 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
Damaris Alvarado	Paraprofessional		1
Elisabeth Mallory	Interventionist		1
Krystal Nelson	Academic Specialist		1
Valery Monahan	Interventionist		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

